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ABSTRACT

This volume was developed to enable local program personnel to determine the appropriateness of a test in relation to a child. No endorsements are made. For 68 preschool tests, the following information is presented when available: title, whether the test is for screening or verification, bibliographic information, descriptive information, examinee appropriateness, administrative considerations, scoring and interpretation, implications for programming, normative data, technical aspects, references, and additional information. (RC)

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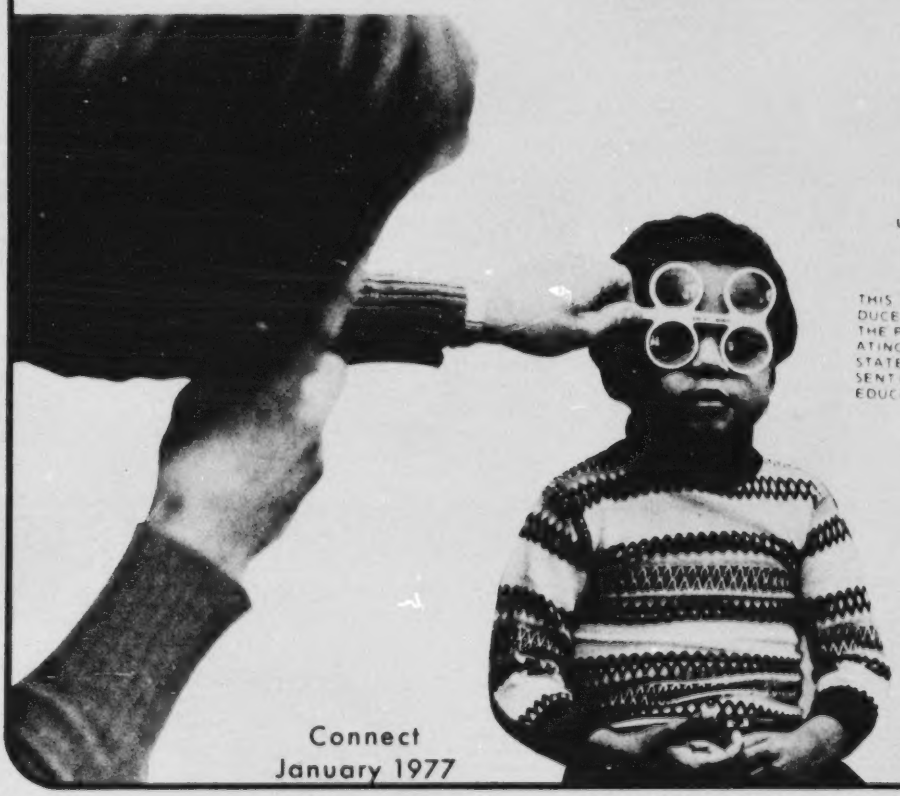
TEST ANALYSES:

SCREENING AND VERIFICATION INSTRUMENTS FOR PRESCHOOL CHILDREN

VOLUME I

ERIC



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TM006 087

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January 1977

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Photo courtesy of the School District of Pittsburgh (Pittsburgh - Mt. Oliver Intermediate Unit 2).

This product was developed by Cynthia F. Strully, 1977
Project CONNECT, I-A North Progress Avenue, Harrisburg, Pennsylvania 17109

The Test Analyses: Screening and Verification Instruments for Preschool Children has been developed to enable local program personnel to determine the appropriateness of a test in relation to a child. In no way should this volume be considered an endorsement of these instruments by CONNECT or the Department of Education.

Before launching into the body of this volume, please do two things: 1) read over the definitions of the terms used, and 2) consult the matrices whenever looking for a specific test or for tests that cover specific curricular areas.

The pronoun he has been used throughout the test analyses, but does not preclude that psychologists, teachers, parents, etc., come in both sexes.

INTRODUCTION TO TERMS

TITLE: The name of the test instrument as it appears in the manual. The instrument may also be referred to by its initials, thus The Photo Articulation Test may be called the PAT.

SCREENING: The instrument is considered to give a gross indication of the child's abilities. Instruments judged to be screening tools will classify children as within the norms, or possibly handicapped with the need for further testing.

VERIFICATION: The instrument is considered to have the ability to define the specific problem or problem area of a child.

BIBLIOGRAPHIC INFORMATION:

AUTHOR: The name of the person or persons that are responsible for developing the test.

PUBLISHER: The name and address of the company that prints the test.

ORDERING INFORMATION: The name and address the test may be ordered from, if different from the publisher.

EDITOR: The name of the person responsible for editing the test or test manual.

COPYRIGHT DATE: The date that the copyright was filed and received. If there is no date listed then the material may be duplicated; the presence of a date precludes this.

COST: The price of the test, manual, response booklets, scoresheets, materials, etc. A specimen set usually includes a copy of the manual, response and score sheets. Prices quoted were taken from 1976 test catalogs.

DESCRIPTIVE INFORMATION:

PURPOSE: What is this test supposed to do?

AGE RANGE: For which age group is this test appropriate? Age groups are broken down into three categories: CA or chronological age, MA or mental age, and Grade Level.

FORMAT: What does the test look like? How is it arranged? How is the child supposed to respor' to the test items administered?

TIME REQUIRED: How long does it take to administer the test? Is it given in more than one session? In some instances time cited will include time for scoring. Tests listed as being untimed mea1 that the test

manual did not specify a time frame for administration as it would depend upon the testing situation.

SUB-AREAS: Emphasis areas that the test is divided into. Check the matrices on the following pages for a quick reference to instruments covering a specific area.

OBSERVATIONAL INFORMATION: Information that is gathered during the testing about how the child reacts to the test situation, to the examiner, to separating from the parent; how the child answered the test items-hesitantly, impulsively, etc. This information may help a test administrator or classroom teacher interpret the test findings or scores with due caution.

PERSONALLY IDENTIFIABLE INFORMATION: What information does the test cover sheet ask for about the child, his parents and his school? Standard information means that the test asks for the child's name, date of birth, exact chronological age and examiner's name.

EXAMINEE APPROPRIATENESS: Which skills must the child possess before taking the test? This will allow the test to be matched to the child's existing abilities. It is assumed that the prerequisite for testing expressive language is speech and the prerequisite for motor testing is the ability to run, skip, hop, etc.

DISABILITY GROUPS: Which groups have the authors indicated this instrument may be used with and still yield good results? If the test has been standardized with normal children, the disability groups were determined by reviewing the test items. Items requiring specific skills, i.e., point to the picture that shows the girl hiding; will not be appropriate for administration to a child with a visual impairment or even motor involvement; items that are purely verbal are not very good indicators of a deaf child's potential.

ADMINISTRATIVE CONSIDERATIONS:

GROUP OR INDIVIDUAL: How does the manual specify this instrument is to be administered?

TRAINING NEEDED BY EXAMINER: Who should administer the test, and what special skills should he have, if any? It is assumed that a prerequisite to administering a test is the ability to get the child to cooperate with and want to perform for the administrator.

OTHER PERSONS REQUIRED: If the test is given in groups, is there a need for proctors? Is the parent allowed to participate as a cooperating person? A person in the helping professions is a social worker, counselor, nurse, etc. If the test is administered either individually or during the class time with no structured test situation, will this take too much time from the classroom teacher to do an adequate job and will there be a need for aides to program for the remaining students?

MATERIALS REQUIRED: A listing of the necessary items you will need in order to administer the test without interruptio Items have been indicated as to whether or not they are provided in the full test kit. In many

instances, having this list will prevent you from spending money for test kits when the materials could easily be bought separately. It is assumed that tests requiring the child to write or draw will require a pencil or crayon for each child, also those tests requiring the child to mark in a response booklet will require, one booklet per child as well as one scoresheet per child. Rooms utilized for individual testing should be distraction free and quiet.

SCORING AND INTERPRETATION:

PROCEDURE: What kind of marks are made if the response is correct or incorrect? How much are these marks worth? Are these scores compared to: norms, percentile rankings, stanines, cut off scores, etc.?

FORMAT: Where are the scores recorded; what does the scoresheet look like?

SPACE FOR RECORDING RETEST: Can more than one testing be made utilizing the same record booklet so that scores may be compared over time, or is everything non-reusable?

SUMMARY SHEET: Is a profile of some type made?

IMPLICATIONS FOR PROGRAMMING: Does this test determine present levels? Does it verify the child as to the specific problem? Does the test score in some way indicate to the teacher what or how to teach this child? Does it indicate to the parent the child's progress over time with intervention?

NORMATIVE DATA:

NORM REFERENCED: "The assumption of the norm referenced measure is that there are individual differences within a population of children who have reached a certain age or received a certain type of instruction. We can see what the child who passed the item is able to do so....but we should be able to determine what the child who failed the item does not know. A child may have failed because he could not perform the task in the allotted time. He may have failed because, although he could perform the operation being tested he could not follow the directions. Nor does it imply specific educational remedies. Ideally about half of the children should pass a particular item and about half should fail it."[2]

CRITERION REFERENCED: "Since the skills tested are specific and relevant, we can see by examining a child's test performance precisely where his instruction has either failed or succeeded in teaching him what he should know. The items are designed in such a way that if a child fails a particular item a relatively specific educational remedy is implied."[2] Items may be included even if all children fail them based upon absolute criteria of performance.

SAMPLE SIZE: If the test is a normative measure, how many children and of what ages and distribution were used for the standardization?

POPULATION DESCRIPTORS USED: What criterion did the sample have to meet with regard to chosen factors - demography, sex, parental occupation, income level, socioeconomic status, race, etc.

RELIABILITY: "Determined by the extent to which scores are consistent and accurate."[3] The reliability coefficient expresses the degree of relationship between a set of test scores. This coefficient ranges in value from 0.00 (no relationship) to +1.00 (perfect relationship).

Test/Retest Reliability - consistency of scores obtained by the same individuals when re-examined with the same test on different occasions.

Split half (odd-even) Reliability - "...a measure of consistency with regard to content sampling from a single administration of one form of a test it is possible to arrive at a measure of reliability."[1] "Internal consistency may be measured by reliability coefficients expressed as KR 20's (Kuder-Richardson formula 20)."[3]

Inter-scorer Reliability - the degree of consistency between two or more scorers, especially useful when scoring is somewhat subjective.

Significant at the .01 level - indicates that only one time out of 100 would one expect a relationship of this magnitude to occur strictly due to chance factors alone.

VALIDITY: "Determined by the extent to which the test measures that which it is designed to measure."[3]

Content validity - "...systematic examination of the test content to determine whether it covers a representative sampling of the behavior domain to be measured."[1]

Criterion validity - "...indicates the effectiveness of a test in predicting an individual's behavior in specified situations."[1]

Concurrent validity - "...tests are administered to a group on whom criterion data are already available. Relevant to test employed for diagnosis of existing status rather than prediction of future outcomes."[1]

REFERENCED: Where was the information for the test analysis obtained?

ADDITIONAL INFORMATION: This section will contain any comments pertinent to the instrument yet not otherwise stated. It will also contain continuations from the first three pages.

REFERENCES:

[1]Anastasi, Anne, Psychological Testing, third edition, New York, N.Y.: MacMillan Publishing Co., Inc., 1968.

[2]Engelmann, Siegfried, The Basic Concept Inventory, field research edition, Chicago, IL: Follett Publishing Company, 1967.

[3]Moss, Margaret H., Tests of Basic Experiences, Monterey, CA: CTB/McGraw-Hill, 1970.

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF-HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV.
1. AHR'S INDIVIDUAL DEVELOPMENT SURVEY	X	X		X	X	X		
2. ANIMAL CRACKERS				X		X		
3. AUDITORY DISCRIMINATION TEST	X					X		
4. BASIC CONCEPT INVENTORY	X				X	X		X
5. BASIC SCHOOL SKILLS INVENTORY	X		X	X	X	X		
6. BEHAVIORAL DEVELOPMENTAL PROFILE	X	X		X		X		X
7. BENDER - PURDUE REFLEX TEST		X				X		
8. BOYD DEVELOPMENTAL PROGRESS SCALE	X	X	X			X		
9. BREKKIN - DROUIN DEVELOPMENTAL SPOTCHECK	X	X	X		X	X		
10. CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE				X		X		
11. CALIFORNIA TEST OF MENTAL MATURITY	X				X		X	
12. CALLIER - AZUSA SCALE	X	X	X	X	X	X		X
13. CAROLINA DEVELOPMENTAL PROFILE	X	X		X				X
14. CARROW ELICITED LANGUAGE INVENTORY	X						X	
15. CHILD DEVELOPMENT ASSESSMENT FORM		X	X	X	X	X		X
16. COGNITIVE SKILLS ASSESSMENT BATTERY		X			X	X		
17. COMMUNICATIVE EVALUATION CHART	X	X			X	X		
18. COMPREHENSIVE IDENTIFICATION PROCESS	X	X		X	X	X		
19. DABERON		X			X	X		X
20. DALLAS PRESCHOOL SCREENING TEST	X	X			X	X		

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF-HELP	SOCIAL-IZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV.
21. DEAF-BLIND PROGRAM AND ABILITY SCREENING TEST	X	X	X	X		X		
22. DELCO - ELFMAN ACHIEVEMENT TEST		X		X	X	X		X
23. DEL RIO LANGUAGE SCREENING TEST	X					X		
24. DENVER DEVELOPMENTAL SCREENING TEST	X	X	X	X		X		
25. DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE	X	X	X	X		X		
26. DEVELOPMENTAL ARTICULATION TEST	X					X		
27. DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING	X	X			X	X		
28. DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION		X			X	X		X
29. DEVELOPMENTAL TEST OF VISUAL PERCEPTION		X			X	X	X	
30. EARLY DETECTION INVENTORY		X			X	X		X
31. FARGO PRESCHOOL SCREENING TEST		X		X	X	X		X
32. FIRST GRADE SCREENING TEST	X			X	X	X		
33. FUNCTIONAL PROFILE	X	X	X	X	X	X		X
34. HYPERACTIVE BEHAVIOR RATING SCALES				X		X		
35. KINDERGARTEN AUDITORY SCREENING TEST	X					X		
36. LANGUAGE STRUCTURED AUDITORY RETENTION SPAN	X					X	X	
37. MATURITY LEVEL FOR SCHOOL ENTRANCE	X	X	X	X		X		
38. MAXFIELD-BUCHHOLZ SCALE OF SOCIAL COMPETENCY	X	X	X	X		X		X
39. MOTOR FREE VISUAL PERCEPTION TEST					X	X	X	

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF-HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV.
40. MOTOR PROBLEMS INVENTORY		X				X		
41. NORTHWESTERN SYNTAX SCREENING TEST	X					X		
42. OCHLOCKNEE FIVE YEAR OLD SCREENING TEST	X	X	X	X	X	X		
43. PARENT READINESS EVALUATION OF PRESCHOOLERS	X	X			X	X		
44. PENNSYLVANIA PRESCHOOL INVENTORY	X				X	X		
45. PENNSYLVANIA TRAINING MODEL	X	X	X	X	X	X		X
46. PHOTO ARTICULATION TEST	X					X	X	
47. PORCH INDEX OF COMMUNICATIVE ABILITY IN CHILDREN	X						X	
48. PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE		X	X	X	X	X		X
49. PRESCHOOL ATTAINMENT RECORD	X	X	X	X	X	X		X
50. PRESCHOOL LANGUAGE SCALE	X					X		X
51. QUICK NEUROLOGICAL SCREENING TEST		X			X	X		
52. RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY		X			X	X		
53. SCREENING SPEECH ARTICULATION TEST	X					X		
54. SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS		X			X	X		
55. SCREENING TEST OF ACADEMIC READINESS	X				X	X		
56. SCREENING TEST OF AUDITORY COMPREHENSION OF LANGUAGES	X					X		
57. SIMKOV PERCEPTUAL ORGANIZATION INVENTORY					X	X		

TITLE	CONTENT AREAS					EMPHASIS		
	COMMUNICATION	MOTOR	SELF-HELP	SOCIALIZATION	COGNITIVE	SCREENING	VERIFICATION	IEP DEV.
58. SPOKEN WORD COUNT	X					X		X
59. TARC ASSESSMENT SYSTEN	X	X	X	X		X		X
60. TMR PERFORMANCE PROFILE FOR THE SEVERELY AND MODERATELY RETARDED	X		X	X	X	X		X
61. TEST OF BASIC EXPERIENCES	X				X	X		
62. UTAH TEST OF LANGUAGE DEVELOPMENT	X					X		
63. VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES	X	X			X	X		X
64. VERBAL LANGUAGE DEVELOPMENT SCALE	X					X		
65. VINELAND SOCIAL MATURITY SCALE	X	X	X	X		X		
66. WASHINGTON GUIDE TO PROMOTING DEVELOPMENT IN THE YOUNG CHILD	X	X	X	X		X		
67. YELLOW BRICK ROAD	X	X				X		
68. YEMR PERFORMANCE PROFILE FOR THE YOUNG MODERATELY & MILDLY RETARDED	X	X	X	X	X	X		X

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HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: AHR's INDIVIDUAL DEVELOPMENT SURVEY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: A. Edward Har, Ed.D.

Publisher:
Priority Innovations, Inc.
P.O. Box 792
Skokie, IL 60076

Ordering Information:

Editor:

Forms:

Copyright Date: 1970

Cost: Specimen set - $2.00

Availability:

DESCRIPTIVE INFORMATION:

Purpose: To identify possible learning or behavior problems for the purpose of remediation or treatment.
An aid to compiling a social, medical and developmental history.

Age Range (CA): MA: Grade Level:

Format: A letter to parents from the school superintendent is provided stating the rationale for filling in the survey.
AIDS is a multi-page booklet to be filled in by the parent. It is in three sections: The Family, The Child, and The School. Each area is used to ascertain a probable or possible cuase for a child's existing or potential problem.

Time Required:

Sub-Areas:

Observational Information:

Personally Identifiable Information Required:

TEST ANALYSIS

TITLE: AHR'S INDIVIDUAL DEVELOPMENT SURVEY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Disability Groups:

Age Range (CA): MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Training Needed by Examiner:

Other Persons Required:

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: Parent may fill it out at registration or take it home to consult baby books or other information resources. Follow-up should be made by the pupil personnel office of the school district concerned as needed and documented on the final page of the survey. Developmental norms appropriate to the survey are given in the manual.

Format:

Space for Recording Retest:

Summary Sheet (graphic representation):

TEST ANALYSIS

TITLE: AHR'S INDIVIDUAL DEVELOPMENT SURVEY Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

NORMATIVE DATA:

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability:

Validity:

REFERENCES:

TEST ANALYSIS

TITLE: AHR'S INDIVIDUAL DEVELOPMENT SURVEY Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

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DATE: August 1976

TEST ANALYSIS

TITLE: ANIMAL CRACKERS

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Dorothy C. Adkins, Ph.D.
Bonnie L. Ballifi, Ph.D.

Publisher:
CTB/McGraw Hill, Inc.
DelMonte Research Park
Monterey, CA 93940

Editor:

Copyright Date: 1973

Ordering Information:

Forms: Hand or machine scorable test booklets

Cost: Specimen set - $2.40; Examiner manual - $1.50; Adminstration booklet - $2.75; Handscorable test booklets (pkg. of 30) - $11.70

DESCRIPTIVE INFORMATION:

Purpose: To provide information regarding a child's motivation to learn and achieve. It looks at non-intellectual oriented behaviors (school enjoyment, self-confidence, purposiveness, instrumental activity and self-evaluation).

Age Range (CA): MA: Grade Level: Preschool - Grade 1

Format: Child is given a test booklet with six items per page. Each item contains pictures of a pair of identical animals. The child is to listen to the examiner's statements about each animal and then decide which animal acts like the child does. There is an item for each phase of motivation in every group of six, a series ends with every twelfth item.

Time Required: 20-45 minutes, test may be administered in two sessions

Sub-Areas:
School enjoyment
Self-Confidence - child's self image
Instrumental Activity - child's ability to engage in steps toward the purpose
Purposiveness - child's ability to set up purposes
Self Evaluation

Observational Information:

Area on cover sheet for logging any significant behavior a child may display while taking the test.

Personally Identifiable Information Required:

Cover Sheet information asks for name, age, age in months - School and Teacher's name.

TEST ANALYSIS

TITLE: ANIMAL CRACKERS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS: Not recommended for Bilingual children

Prerequisite Skills:

Knowledge of left and right if the child is to successfully participate in a group testing situation

Disability Groups:

All with varying modifications or individual administration.

Age Range (CA): **MA:** **Grade Level:** Preschool - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: May be administered in a group with a maximum of 15 children less if the children are young or immature. Individual administration is recommended is the child needs special help or if he is easily distracted.

Training Needed by Examiner:

The examiner should be sensitive to the children's reactions and rapport. Motivation on the part of the children must be kept high to sustain a best effort from each child. Careful attention should be paid to instructions in the manual.

Other Persons Required:

One proctor for every seven children is recommended for group testing.

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: Correct answers are counted within sub-areas as well as for the total test. Scores may be converted into percentile rankings by comparison to reference tables.

Format: A separate performance record individual or group is provided for transference of a child's answers. Correct or keyed responses are shaded for easy scoring. Items are divided by sub-area to faciliatate the scoring process.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: ANIMAL CRACKERS Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-If a child is noted as having negative attitudes in an area of motivation, remediation may be incorporated into the child's school program. Specific ideas for exercises are given in the examiner's manual.

-A need to develop a child's self concept may be indicated through this instrument. This may provide a teacher with the necessary insight when working with a low motivated child.

-May be used to determine which type of school programs increase or decrease a child's motivation to achieve.

NORMATIVE DATA:

Sample Size: Initial testing: 5,710 Retest: 5,189
Although these are test/retest situations because of the time lapse fall/spring, it was felt they were reliable separate samples.

Population Descriptors Used:

Initial Data base was the US Bureau of Census - 1970.
Sample was nationwide - 88 cities in 32 states. Stratified to the following proportions: a) number of children of kindergarten and 1st grade age; b) people classified as employed in "professional" occupations, and c) families whose income placed them below the poverty level.

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability by sub-area is .69 - .85 for kindgergarten, and .88 - .92 for 1st grade. Total reliability is .94 (fall), .95 (spring) for K and .98 for grade 1. Intercorrelations of sub-areas range from .63 - .85 for K and 1st grade.

Validity:

A high correlation among teacher ratings of motivation and Animal Crackers was found during the standardization.

REFERENCES:

Animal Crackers - Examiner's manual
Hand scorable test booklet
Individual performance record form

TEST ANALYSIS

TITLE: ANIMAL CRACKERS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Animal Crackers is a projective test. While specific responses should not be interpreted independently, analysis of a child's pattern of response can be made by sub-areas.

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DATE: December 1976

TEST ANALYSIS

TITLE: AUDITORY DISCRIMINATION TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Joseph M. Wepman, Ph.D.

Publisher:
Language Research Associates
P.O. Box 2085
Palm Springs, CA 92262

Ordering Information:

Editor:

Forms: Equivalent forms - Form IA, Form IIA

Copyright Date: 1973

Cost: Specimen set - $3.00, Manual - $2.00, Record Forms (pkg of 50) - $8.00

DESCRIPTIVE INFORMATION:

Purpose: "To determine a child's ability to recognize the fine difference that exists between phonemes used in English speech."

Age Range (CA): 5-8 yrs. MA: Grade Level:

Format: Child is asked to listen to 40 word pairs and indicate verbally or otherwise, whether the words were the same or different.

Time Required: 5 minutes. May be administered in 2 sessions when testing less mature or very active children.

Sub-Areas:

None

Observational Information:

None

Personally Identifiable Information Required:

Child's name and age in years and months.

TEST ANALYSIS

TITLE: AUDITORY DISCRIMINATION TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 5-8 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be familiar with words used, and be able to clearly and properly pronounce each.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Each word pair is marked + or - in the unshaded box on the scoresheet. All correct responses in the "Different" box are totalled and compared to a table for a rating scale value. Comparison for determining level of discrimination is extremely simplified.

Format:

Scoresheet lists each word pair and indicates the correct answer for each, by shaded and unshaded boxes.

Space for Recording Retest:

Scoresheet is non-resuable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: AUDITORY DISCRIMINATION TEST **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-Child above age 6 with a low rating will indicate a severe disability, in need of special education remediation.

-May indicate slow development in discriminatory ability.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability - .91 (N=190); .95 (N=279) Reliability of both forms is .92.

Validity: A study of 1000 5-8 yr. olds showed the developmental nature of the test by increasing median test scores with age. A study of auditory ability of children in first grade and the Metro Achievement test showed significant correlations at the .01 level.

REFERENCES:

Auditory Discrimination Test - manual, scoresheet

TEST ANALYSIS

TITLE: AUDITORY DISCRIMINATION TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

If there is concern about a child's speech accuracy due to bilingualism, etc., one form may be used for practice and the other for testing.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: BASIC CONCEPT INVENTORY

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Siegfried Engelman

Publisher: Follett Publishing Co.
Dept. DM
1010 W. Washington Blvd.
Chicago, IL 60607

Ordering Information:

Editor:

Forms: Experimental Edition

Copyright Date: 1967

Cost: BCI set (100 test booklets, 1 manual, 1 set of cards) - $30.00; Manual - $3.30; Test booklet (pkg of 15) - $4.95; Picture cards - $3.30

DESCRIPTIVE INFORMATION:

Purpose: To assess a child's knowledge of basic concepts which are involved in new learning situations. Covers many concepts that are less likely to be taught or noticed, but are important to a child's academic readiness.

Age Range (CA): MA: Grade Level: Preschool - Age 10

Format: The BCI is in checklist form. Examiner must circle a corresponding number or symbol to the item the child has chosen or the level of competency the child has used in response to the test item.

Time Required: 15-20 minutes

Sub-Areas:
- Basic concepts
- Statement repetition and comprehension
- Pattern awareness

Observational Information:
- None

Personally Identifiable Information Required:
- Standard information

TEST ANALYSIS

TITLE: BASIC CONCEPT INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Culturally disadvantaged, Slow learners, Emotionally disturbed, Mentally retarded

Age Range (CA): **MA:** **Grade Level:** Preschool - Age 10

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the BCI instructions and scoring criteria. May be a psychologist, etc. or the classroom teacher, depending upon the use of test scores.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Picture cards

SCORING AND INTERPRETATION:

Procedure: Each section of the inventory requires a different point system to score upon. Circle one or more items or the proficiency level of the child. In certain sections questions are paired to provide an all or nothing score.

Format:
Scoring is done in the child's test booklet, after each item is completed.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
It is recommended that the teacher create a tally sheet to determine which children in the class have answered which items correctly.

TEST ANALYSIS

TITLE: BASIC CONCEPT INVENTORY Screening [x] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-May be useful to aid the teacher when grouping children for instructions. (Ideas for proper item analysis of the BCI are provided in the manual. This may aid in avoiding putting a specific child in the wrong group.)

-May indicate to the teacher which skills should be taught if the child's performance is to be brought up to par.

-If a child fails a specific item a specified educational remedy may be applied.

-May be used to evaluate a specific form of instruction.

-May help identify the effectiveness of a child's previous instruction.

-May be an aid when making educational placement decisions for the child.

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

The Basic Concept Inventory (Experimental Edition) - Teacher's manual

TEST ANALYSIS

TITLE: BASIC CONCEPTS INVENTORY

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: BASIC SCHOOL SKILLS INVENTORY Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Libby Goodman, Ed.D.
Donald D. Hammill, Ed.D.

Publisher:
Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, IL 60607

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: BSSI Package (30 record forms, 1 manual, 1 set of skill cards) - $12.00; Specimen set - $2.10.

DESCRIPTIVE INFORMATION:

Purpose: To help determine the instructional needs of preacademic children. The BSSI is both a norm and criterion referenced test.

Age Range (CA): 4-6 yrs. MA: 4-6 yrs. Grade Level:

Format: The BSSI is comprised of 84 items in 7 sub-areas. If the teacher is familiar with the child, then all questions may be answered without a structured test situation. Questions not readily answered by memory may be answered via direct observation or contrived test situation.

Time Required: 20 minutes, in addition to normal classroom observation. The BSSI should be completed within one week of initial assessment.

Sub-Areas:

Basic information	Reading readiness	Oral communication
Self-help	Number readiness	
Handwriting	Classroom behavior	

Observational Information:
Additional comments may be recorded on the Pupil Record Sheet.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: BASIC SCHOOL SKILLS INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Preacademic skills

Disability Groups:
Mildly mentally, physically or sensory impaired

Age Range (CA): 4-6 yrs. **MA:** 4-6 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: The BSSI is designed to be administered by any person having an in-depth knowledge of the child's performance.

Other Persons Required:
None

Materials Required: (*Items not provided in kit)
Materials not provided in the kit are available in a usual preschool or kindergarten classroom (primary size crayons, etc.)

SCORING AND INTERPRETATION:

Procedure: Teacher reads all 84 items and answers from memory either "yes" or "no" in accordance with the criterion established in the manual. All questions not readily answered by memory may be answered after additional observation or actual testing.

Format: The pupil record sheet Part I provides space to record performance by item (an X for pass, a circle for fail); Part II provides space for converting Raw Scores in each area to standard scores; Part III provides space to write in those skills to be trained as a result of this testing.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
A performance profile is provided with delineation to show that a child with scores of 50-60 is average in his readiness, between 40-50 the child would probably show some signs of immaturity.

TEST ANALYSIS

TITLE: BASIC SCHOOL SKILLS INVENTORY Screening [x] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-The BSSI items are all in specific behavioral language and may be viewed as terminal goals for a preschool or kindergarten program.

-After administering and scoring the BSSI, it is recommended to identify at least 10 behaviors or skills to be trained. These items can be items not successfully passed or items that were failed although surrounding items were passed. Areas falling in the scores between 40 and 50 or below would need the most training.

-Will identify those children that are ready for academic work in first grade.

NORMATIVE DATA:

Sample Size: 459 "typical" children, children identified as being mentally retarded, learning disabled, etc., were excluded.

Population Descriptors Used:

Age 4-6 years residing in 14 states, (½ in urban centers, others were equally distributed in suburban and rural areas).

70% white, 22% black, 8% Mexican-American

TECHNICAL ASPECTS:

Reliability: Found to be equal to or greater than the reliability associated with other similar evaluative instruments.

Validity: Comparisons of teacher ratings of readiness and the BSSI scores are identical. A strong relationship has been shown with the Metropolitan Readiness Test. Predictive validity has been shown to be adequate.

REFERENCES:

Basic School Skills Inventory - Sample manual
Pupil record sheet

TEST ANALYSIS

TITLE: BASIC SCHOOL SKILLS INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: BEHAVIORAL DEVELOPMENTAL PROFILE Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: John D. Montgomery, Vicky I. Smith, Vicky L. Roecker, Mike Donahue, Milford F. Walden

Publisher: Arlene F. Keiser
Marshalltown Project,
Preschool Division
Area Education Agency 6
507 E. Anson
Marshalltown, Iowa 50158

Ordering Information:

Editor:

Forms:

Copyright Date:

Cost: Manual - $3.00; Score sheets (pad of 30) - $1.50; Group record form (pad of 30) - $2.00.

Availability:

DESCRIPTIVE INFORMATION:

Purpose: "designed to facilitate individualized prescriptive teaching of preschool children within the home setting"

Age Range (CA): 0-6 yrs. MA: Grade Level:

Format: The Profile is a systematic guide for observing a variety of behavioral skills. Each item is tested. A double basal and ceiling age is established.

Time Required: Untimed

Sub-Areas:
Communication
Motor
Social

Observational Information:

None

Personally Identifiable Information Required:

Child's name, sex, birthdate, chronological age
Parent's name, address, phone
Examiner's name

TEST ANALYSIS

TITLE: BEHAVIORAL FUNCTIONAL PROFILE Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All. Culturally deprived.

Age Range (CA): 0-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner must be able to maintain child's attention during the testing. Examiner should be thoroughly familiar with the Profile.

Other Persons Required:

Child's parent or care-giver may be present, but may not give any cues.

Materials Required: (*Items not provided in kit) (See Additional Information)

* 6 - 3½ x 3½" colored pictures of child kicking, sleeping, eating, writing
* 4" diameter ball
* 1½" beads with string
* 12 - 1½" wooden blocks
* 8 x 10" book with easily recognized pictures of common objects
* 1" mouth bottle
* Raisin
* Clay
* Cottonball
* 8 primary crayons
* 8" doll with easily distinguished body parts
* Form board-circle, square, triangle
* 2" film strip cans - 1 empty 1 filled with a heavy object
* Jump rope
* 1 each - penny, nickel, dime
* Nested cups of graduated sizes
* 1 each - cup, plate, watch, spoon, and pencil

SCORING AND INTERPRETATION:

Procedure: Examiner administers all items in 2 age segments below the child's functioning level in order to establish a double basal age. Items are administered until a child fails 2 consecutive age segments, thus establishing a double ceiling age. Value of each item is a function of the number of items in that segment

Format: Each item is listed on the score sheet by its two place number. Items a are listed in age and sub-area groupings. Items are scored on the profile form. Each sub-area is totaled individually, scores are never combined. (See Additional Information),

Space for Recording Retest:

Non-reusable scoresheet

Summary Sheet (graphic representation):

Summary space for score totals and chronological ages is located on the score sheet.

TEST ANALYSIS

TITLE: BEHAVIORAL DEVELOPMENTAL PROFILE **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

- Systematic guide for program planning.
- Aid in determining the child's strengths and weaknesses.
- Helps monitor a child's growth and provide an organized approach to skill acquisition.
- Indicates which skills should be taught and developed.
- Used to develop an IEP.

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Behavioral Developmental Profile - manual, scoresheets (group and individual)

TEST ANALYSIS

TITLE: BEHAVIORAL FUNCTIONAL PROFILE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Materials (Cont'd.)

* 8½ x 11" unlined paper
* 6 x 6" pegboard with 25 holes and easy grip pegs
* Primary size pencil
* Sandpaper circle
* Blunt scissors
* Stacking toy - 6 graduated size rings
* Straw
* Tinker toys - 8 pieces
* 2 halves of circle - 3" tagboard
* 2 walking strips - 5' long, 2" wide (oilcoth)

Designed to be used with the Marshalltown Prescription Manual Curriculum. Profile items are cross referenced to incremental behavioral objectives and teaching strategies within the Mrarshalltown Project curriculum.

Format: (Cont'd.)

The total age score is the highest segment without errors, add month value for each item passed. Men scores are found and the differences between the child CA and the score CA are computed.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: BENDER-PURDUE REFLEX TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Miriam L. Bender, Ph.D.

Publisher:
Academic Therapy Publications
1539 Fourth Street
San Rafael, CA 94901

Ordering Information:

Editor:

Forms:

Copyright Date: 1976

Cost: Manual (hardcover) $13.50, (soft-cover) - $7.50; Score sheets (pkg. of 25) - $5.00.

DESCRIPTIVE INFORMATION:

Purpose: To identify children whose learning is interfered with by the symmetrical tonic neck reflex.

Age Range (CA): MA: Grade Level:

No age specified

Format:

Child is asked to creep forward and then backward 20 feet while his performance is being resisted by an examiner.

Time Required: Untimed

Sub-Areas: Forward creeping, resisted at the shoulders
Backward creeping, resisted at the buttocks

Observational Information:

Test is a systematic observation instrument. Observations are made as to how the child performs, his creeping posture, level of effort, sustained effort and percentage of time his eyes are fixed on the target.

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: BENDER-PURDUE REFLEX TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to creep

Disability Groups:

Learning disabled, Mild mentally retarded, Mild physically impaired, Sensory handicaps may interfere with the testing of young children.

Age Range (CA): **MA:**
No age specified

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should practice the exercises until he feels comfortable with the level of resistance required. Initial practice should be done with a person the examiner's size.

Other Persons Required:
An observer is recommended to be present and to do the actual scoring.

Materials Required: (*items not provided in kit)

* 20' x 2' foam rubber backed carpet runner (bare floor may be used, but should be marked with tape)

* 2 targets - 6" in diameter made of bright red poster board with a 1" diameter white bullseye

* 2 kneepads - may be made from quilted potholders.

SCORING AND INTERPRETATION:

Procedure: Each behavior is observed and checked or double-checked (depending on frequency of occurrence) independently of other behaviors. Numerical values are assigned by comparing observed figures with the stick figures in the manual. Score scale is from 0-8 (zero-strong).

Format:

Each specific behavior (position of trunk, head, etc.) is depicted independent of other behaviors. Score sheet pictures and description of each behavior.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: BENDER-PURDUE REFLEX TEST Screening ☒ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- "A Resisted Developmental Training Program" is provided in the manual for those children determined as needing such a program of remediation.

- Provides important information about a child's level of development.

- May help identify the proper program for a child with poor spatial and temporal organization.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

BENDER PURDUE REFLEX TEST AND TRAINING MANUAL

TEST ANALYSIS

TITLE: BENDER-PURDUE REFLEX TEST Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

Symmetric Tonic Neck Reflex is usually suppressed during early walking stages.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: BOYD DEVELOPMENTAL PROGRESS SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Robert D. Boyd, Ph.D.

Publisher:
Inland Counties Regional Center, Inc.
P.O. Box 6127
San Bernadino, CA

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: Set (manual, 25 scales) - $9.00

DESCRIPTIVE INFORMATION:

Purpose: "Designed to measure significant aspects of growth and development."

Age Range (CA): birth - 8 yrs. MA: Grade Level:

Format: Each age level contains 15 items, child is tested with items below his age/functioning level to attain a basal age and above his age/functioning level to attain a ceiling age.

Time Required: Untimed

Sub-Areas:
Motor skills - gross and fine motor
Communication skills - comprehension and cognitive skills
Self-sufficiency skills

Observational Information:
None

Personally Identifiable Information Required:
Child's name, date of birth & age are requested. Additional space to enter additional handicaps may be found at the top of the scale.

TEST ANALYSIS

TITLE: BOYD DEVELOPMENTAL PROGRESS SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All, in which an indication of the child's developmental progress (age) is useful

Age Range (CA): birth - **MA:** 8 yrs.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: May be administered by any person in a helping profession, assuming that care will be taken to follow the directions.

Other Persons Required: Parent or other major caregiver of the child is needed to supply information that cannot be readily seen in a test situation.

Materials Required: (*items not provided in kit)

* Bell
* Tennis ball
* Small candies
* 1 each - penny, dime, nickel
* Blocks - blue, green, yellow, red
* Wrapped candy
* Scissors

SCORING AND INTERPRETATION:

Procedure: Each item administered and passed by the child or by report of the parent is marked with an X. Each item not in evidence at time of testing is marked with a minus.

Format: Scoring is done on the Scale. An age line indicating the child's chronological age is drawn.

Space for Recording Retest:
Same form may be used with a different color ink for another testing, but may be difficult to read.

Summary Sheet (graphic representation):
Form itself may be used as a descriptive summary.

TEST ANALYSIS

TITLE: BOYD DEVELOPMENTAL PROGRESS SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Can readily show a child's general level of functioning as it compares to his chronological age.

-May indicate in which areas the child requires additional evaluations.

-May show the parent that there are difficulties in one or more areas with the child, but without giving a test score or age level.

-Will indicate the proper sequential task that the child should next master, thus giving a teacher and/or a parent a guideline for teaching.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: No Data Available

Validity: Item validity - no item was retained in the Scale if: 1) it was not developmentally valid (shown to be acquired by 60 - 70% of the children at that age level); and 2) it did not have survival value (skill was a step towards independent daily living or a prerequisite for that skill).

REFERENCES:

Boyd Developmental Progress Scale - Manual
Pupil record form

TEST ANALYSIS

TITLE: BOYD DEVELOPMENTAL PROGRESS SCALE Screening ☑ Verification ☐

ADDITIONAL INFORMATION:

The BDPS is an easily scored measure that may be used to determine whether a child is or is not on age level. Its items are scored as being something the child can or cannot do, as well as does he do it consistently.

Parent interview can be used to gain additional information not required for the test (e.g. social/family history, medical history).

Important developmental milestones such as crawling or creeping are omitted.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: BREKKEN DROUIN DEVELOPMENTAL SPOT Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: L. Brekken, M. Read, C. Drouin, B. Nelson

Publisher:

Ordering Information:
Children's Developmental Services
Casa Colina Hospital
Pomona, CA 91767

Editor:

Forms: Two - infant
preschool

Copyright Date:

Cost: None

DESCRIPTIVE INFORMATION:

Purpose: To quickly assess a child's development in everyday situations.

Age Range (CA): birth-5 yr. MA: Grade Level: Infant - Preschool

Format:
Child is observed in the home (infant) or in a preschool program.

Time Required: Untimed

Sub-Areas:

Gross motor, Fine motor, Social Self-help, Perceptual motor, Language

Observational Information:

Instrument is totally observational.

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: BREKKEN-DROUIN DEVELOPMENTAL SPOTCHECK Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, severely impaired preschoolers may best be evaluated by the infant form of the inventory.

Age Range (CA): birth-5 yr **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner may be an unobtrusive or participant observer.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Materials may be found in any home or preschool environment.

SCORING AND INTERPRETATION:

Procedure:

Each item assessed is indicated in some manner as being passed, failed, in transition, etc.

Format:

Score sheet has brief item names and corresponding numbers for cross-referencing items to the item definitions.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Scoresheet contains a profile graph to plot age levels for each sub-area.

TEST ANALYSIS

TITLE: BREKKEN-DROUIN DEVELOPMENTAL SPOTCHECK Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May help identify areas of difficulty and methods of remediation within the preschool setting.

- May help a teacher group the children for instruction.

- May identify the child in need of more in-depth evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Inter-rater reliability - 90-95%

Validity: No Data Available.

REFERENCES:

BREKKEN-DROUIN DEVELOPMENT SPOTCHECK

TEST ANALYSIS

TITLE: BREKKEN-DROUIN DEVELOPMENTAL SPOTCHECK Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Skills are not necessarily listed in developmental sequence.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1976

TEST ANALYSIS

TITLE: CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Samuel Levine Mary Lewis
Freeman F. Elzey

Publisher: Consulting Psychologists Press, Inc.
577 Palo Alto Avenue
Palo Alto, CA 94306

Ordering Information:

Editor:

Forms:

Copyright Date: 1969

Cost:

Availability:

DESCRIPTIVE INFORMATION:

Purpose: To measure the adequacy of the preschool child's inter-personal behavior and the degree to which (s)he assumes social responsibility.

Age Range (CA): 2½ - 5½ yrs MA: Grade Level:

Format: 4 page booklet containing 30 situational questions followed by 4 descriptive statements of varying levels of competency. (1=least competent; 4=most competent.)

Time Required: Untimed. Recorded by direct observation of child's habitual behavior during his involvement in a preschool or nursery school class.

Sub-Areas:

Observational Information:

Space for additional comments on the child performance is provided on the profile sheet. In essence the CPSCS is an observational tool.

Personally Identifiable Information Required: Standard information is required for the face sheet. The name of the rater and space for any other information is included also. Chronological age, sex norm category and occupational level of major wage earner in child's household are required to be able to properly utilize the norm tables.

TEST ANALYSIS

TITLE: CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Child should be able to move about his/her environment freely as well as being able to see and hear normally.

Disability Groups: This test may be utilized to observe thought to be emotionally disturbed or autistic children as well as the overly dependent child. Standardization did not utilize handicapped individuals.

Age Range (CA): 2½-5½ yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual, although observation of a group is possible.

Training Needed by Examiner: Familiarity with the content and ordering of the competency levels within each item is recommended.

Other Persons Required: Since observation is to be made during the course of a preschool or nursery school class day the normal staff of teachers, aides, etc. is required.

Materials Required: (*items not provided in kit)

None, other than those standardly appropriate for the observed behavior. Situations posed in the test should be normal occurrences within the school setting.

SCORING AND INTERPRETATION:

Procedure: Observe the child and circle the number of the best answer to each behavioral situation. Add all corresponding numbers to get a total score to compare with the norm table. Scores are converted to percentile ranks within each age, sex and occupational level norm table.

Format: Last page of the booklet is provided for individual recordings.

Space for Recording Retest: None, although it may be useful to record and profile a second test on the same profile sheet using a different color ink.

Summary Sheet (graphic representation):
Profile sheet may be used as a graphic representation of the entire test in relation to each individual item.

TEST ANALYSIS

TITLE: CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Provides a relative index of the child's social competency as compared to others.

- Useful in predicting school achievement.

- Can be used as a measure of effectiveness of different intervention strategies.

- Can utilize competency statements as goals for achievement.

NORMATIVE DATA:

Sample Size: 800 children; 50 boys and 50 girls at each age and occupational level.

Population Descriptors Used:

Population used approximated the proportion of preschool children in the 9 major urban centers of the U.S. as determined by the U.S. Census Bureau. Sex, age, and occupational level of major wage earner in the family were also used.

TECHNICAL ASPECTS:

Reliability: Odd-Even reliability is from .90 to .98. Rater reliability as evidenced in three studies varied from .75 - .86. Items have a high correlation with the entire test.

Validity: No Data Available.

REFERENCES:

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE - Manual
Record Form

TEST ANALYSIS

TITLE: CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

No special test situation needs to be devised.

Questions are based on common cultural expectations of the basic competencies needed in the process of socilaization at the preschool level.

There is a need for considerable opportunity to observe the child in many situations to know the child's typical or habitual behavior.

Specific explanations of test items provide good understanding of the item and its competencies.

If type of employment of the major wage earner is unknown comparison to the totals in each norm table is used.

Analysis of variance showed that sex and age of child as well as occupational level of the major wage earner in the family was significant at the .01 level of confidence.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: CALIFORNIA SHORT FORM TEST OF MENTAL MATURITY

Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Elizabeth T. Sullivan, Willis W. Clark, Ernest W. Tiegs

Publisher:
CTB/McGraw Hill
DelMonte Research Park
Monterey, CA 93940

Ordering Information:

Editor:

Forms: 1963 S Form - Level 0

Copyright Date: 1963

Cost: Specimen set - $3.00; Manual - $1.25; Hand scorable record booklets (pkg of 35) - $8.75

DESCRIPTIVE INFORMATION:

Purpose: To determine a child's functioning capacities basic to learning, problem solving and responding to new situations; to provide evidence of a child's readiness for academic work.

Age Range (CA): 4yr.8mo. -MA: 9yr.7mo.

Grade Level: Preprimary Grade children with no kindergarten experience

Format: Each child is provided with a test booklet with pictures. Pictures are representative of the types of pictures seen in many primary reading books. Child is verbally told to mark a specific picture that meets the criterion asked for (e.g. opposites).

Time Required: Approximately 34 minutes

Sub-Areas:
Logical reasoning - opposites, similarities, analogies
Numerical reasoning - number values, number problems
Verbal concepts - verbal comprehension
Memory - delayed recall

Observational Information:
Examiner is to note any irregularities in the test situation or child's behavior. Language difficulties unrelated to intelligence and physical handicaps that may affect performance should be noted.

Personally Identifiable Information Required:
Limited information is compiled including school, city and examiner's name.

TEST ANALYSIS

TITLE: CALIFORNIA SHORT FORM TEST OF MENTAL MATURITY

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Manual recommends that the test be used with children that have limited background experiences or language difficulties.

Disability Groups:

All

Age Range (CA): 4yr.8mo. **-MA:** 9yr.7mo.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Small group (6 children)

Training Needed by Examiner: Examiner should be thoroughly familiar with the CTMM and should take the test himself in order to anticipate problem areas.

Other Persons Required: One proctor per six children being tested in a group situation

Materials Required: (*items not provided in kit)

* Stopwatch
* Scratch paper

SCORING AND INTERPRETATION:

Procedure: The CTMM may be hand or machine scored. If hand scored it may be scored by an answer key or template. All correct responses are totalled for a total raw score as well as sub-area (factor) raw scores.

Format: Each section is totalled and entered on the back page of the test booklet. Totals may yield an IQ, a mental age or be converted to standard score, percentiles or stanines.

Space for Recording Retest:

Non-reusable test booklet

Summary Sheet (graphic representation):

Two profiles may be plotted on the back page of the test booklet. One is to graphically show the percentile, and standard score rankings of a child's scores, the other is to show the differences among the Language, Non-Language and Total IQ's of the child.

TEST ANALYSIS

TITLE: CALIFORNIA SHORT FORM TEST OF MENTAL MATURITY

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May help determine a child's learning level.

-May be used as an aid to teacher observation to determine ability groupings.

-The CTMM scores can be compared to tables to yield a probable achievement score on the California Achievement Test.

NORMATIVE DATA:

Sample Size: 38,793

Population Descriptors Used:

7 geographic areas

TECHNICAL ASPECTS: Data is available in Technical Report on the California Test of Mental Maturity Series.

Reliability:

Validity:

REFERENCES:

California Short Form Test of Mental Maturity - Level 0
Examiner's manual
Pupil response booklet

TEST ANALYSIS

TITLE: CALIFORNIA SHORT FORM TEST OF MENTAL MATURITY

Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

Test may be judged VOID if 3 or more items have multiple answers marked.

The CTMM has been rescaled to the *Stanford - Binet Form L-M*. Once an IQ is found, Mental Age tables are interchangeable between the CTMM and Stanford Binet.

Several items on the CTMM would be value judgments of the child. For example, the child is asked to "put a mark on entertainment". The pictures he is to choose from are: an elephant dressed in a clown hat, a teacher at a blackboard and a man picking apples. What is one person's entertainment may not be the correct answer.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: CALLIER -AZUSA SCALE Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Robert D. Stillman, Ph.D.

Publisher:
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Ordering Information:

Editor:

Forms:

Copyright Date:

Cost: $3.25

DESCRIPTIVE INFORMATION:

Purpose: To assess developmental level, and measure developmental progress in low functioning deaf-blind children.

Age Range (CA): infant - adult MA: below 6-7 yrs. Grade Level:

Format: Child is observed during his daily classroom routine, to assess varying skills.

Time Required: Untimed

Sub-Areas:
See Additional Information

Observational Information:
Scale is an observational instrument, for each item there is a comments section that can be used for additional notes.

Personally Identifiable Information Required:
Child's name, date of birth, present program, names of observers, date of observations, child's handicaps

TEST ANALYSIS

TITLE: CALLIER-AZUSA SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Deaf-blind

Age Range (CA): infant - **MA:** below 6-7 yrs.
adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Administration is by actual observation in the child's classroom. Examiner should have previously observed the child's behavior for baseline information.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Administration is not to interfere with normal class routine. Materials needed are regular classroom use materials.

SCORING AND INTERPRETATION:

Procedure:
Circle each number of the corresponding skill on the score sheet.

Format:
A one-page score sheet is provided for recording items passed.

Space for Recording Retest:
Several testings may utilize the same scoresheet (using a different color ink each time may be helpful).

Summary Sheet (graphic representation):
The circles made for scoring may be connected to form a profile, which will give indication of a child's present level of functioning.

TEST ANALYSIS

TITLE: CALLIER-AZUSA SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-An aid to teacher observation which may give the teacher direction for program development.

-Gives an adequate profile of the child's present level of functioning.

-May be used as a post-test to ascertain program effectiveness.

-Aid with the formation of an individual educational plan (IEP).

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Assessment of Deaf-Blind Children: The Callier-Azusa Scale

TEST ANALYSIS

TITLE: CALLIER-AZUSA SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas:

Motor development - postural control, locomotion, fine motor, visual motor
Perceptual development - visual auditory, tactile development
Daily living skills - dressing and undressing, personal hygiene, feeding, toileting
Language development - receptive, expressive language, development of speech
Socialization - development of self-concept

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: CAROLINA DEVELOPMENTAL PROFILE Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: David L. Lillie
Gloria L. Harbin

Publisher: Kaplan Press
600 Jonestown Rd.
Winston-Salem, N.C. 27103

Ordering Information:

Editor:

Forms:

Copyright Date:

Cost: 1-19 copies - 75¢; 20 or more copies - 60¢/copy

Availability:

DESCRIPTIVE INFORMATION:

Purpose: An aid to determining the educational needs of a child.

Age Range (CA): 2-5 yrs. MA: Grade Level:

Format: The Carolina Developmental Profile is a behavior checklist designed to be used with the *Developmental Task Instructional System* (Science Research Assoc.)

Time Required: Untimed

Sub-Areas:

Gross motor	Reasoning
Fine motor	Receptive language
Perception	Expressive language

Observational Information:

Notes and Comments can be made for each area

Personally Identifiable Information Required:

Child's name, date of birth
Date of testing

TEST ANALYSIS

TITLE: CAROLINA DEVELOPMENTAL PROFILE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Preacademic skills

Disability Groups:

Mildly impaired

Age Range (CA): 2-5 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with items for ease of administration. Examiner should be the classroom teacher.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

* 12 colored cubes - different colors
* Scissors
* Pencil
* Poker chips or marbles
* Different size blocks, cups or logs
* Different forms, shapes, beads or silverware
* Graduated rings
* 2 each templates - circle, square, triangle
* 2 half circles
* Several sheets white paper
* Puzzles

(See Additional Information)

SCORING AND INTERPRETATION:

Procedure: A check mark is placed in the CAN DO or CANNOT DO columns in accordance with the child's performance. A Developmental Age Ceiling is determined by the highest level of functioning for each area. Listings of long range objectives may be listed for easier program development.

Format:

CPD is completed as it is administered. Tasks a child cannot do at or below developmental level may be listed in each area.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Profile is developed by marking items.

TEST ANALYSIS

TITLE: CAROLINA DEVELOPMENTAL PROFILE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May aid in applying the child's growth and developmental milestones to a curriculum.

- May identify the child's strengths and weaknesses.

- Will pinpoint the individual needs of the child.

- May be helpful for determining present levels of functioning in conjunction with IEP development.

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Carolina Developmental Profile

TEST ANALYSIS

TITLE: CAROLINA DEVELOPMENTAL PROFILE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Test items are behavioral objectives.

Materials Required: (Cont'd.)

* 1 each - dime, nickel, quarter, half-dollar
* Cup
* Caryon
* Ball - 8-10" diameter
* 1 each picture - night and day
* 3 pictures of several children in an event (party, picnic, parade, school store)

All pictures should be culturally familiar.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: CARROW ELICITED LANGUAGE INVENTORY Screening ☐ Verification ☒

BIBLIOGRAPHIC INFORMATION:

Author: Elizabeth Carrow, Ph.D.

Publisher:
Learning Concepts, Inc.
2501 N. Lamar
Austin, TX 78705

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: Kit - $39.95; Scoring/Analysis Form/Verb Protocol Sheets (pkg. of 25) - $4.50 each.

DESCRIPTIVE INFORMATION:

Purpose: "To provide a means of measuring a child's productive control of grammar."

Age Range (CA): 3yrs. - 7yrs. 11mo. MA: Grade Level:

Format: CELI contains 52 stimuli sentences of an average length of 6 words. Each sentence is said by the examiner and repeated by the subject. 12 grammatical categories and 5 error types are covered.

Time Required: 45 minutes to administer, transcribe and score.

Sub-Areas:

Observational Information:
Behavior of the subject is not observed, however, there is space for Comments on the Scoring/Analysis Form if any behavior is so deviant that it should be noted.

Personally Identifiable Information Required:
Standard information, age must be calculated in months for easy comparison to normative tables.

TEST ANALYSIS

TITLE: CARROW ELICITED LANGUAGE INVENTORY Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Language delayed, Speech impaired, Severe misarticulation, Jargon speech or echolalia.

Age Range (CA): 3yrs. - 7yrs. 11mo. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: May be administered by any trained examiner knowledgeable in psycholinguistics and language disorders. Must know phonetic notation.

Other Persons Required:

Materials Required: (*items not provided in kit)
* Reel to reel tape recorder

SCORING AND INTERPRETATION:

Procedure: Notations are made if there are any errors made in each sentence, phonetic symbols, and specific markings - s-substitution, 0-omission, etc., are made. Each type of error is totalled and all sub-group errors are totalled and compared to norm tables.

Format: Examiner scores the subject on the basis of a tape recording of the test response. Each sentence is transcribed exactly as it is heard on the tape.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
A summary of the resultant scores, stanines, and percentile rankings appears on the Scoring/Analysis form. A verb protocol summary form is also provided on the individual Verb Protocol sheets.

TEST ANALYSIS

TITLE: CARROW ELICITED LANGUAGE INVENTORY Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

-May provide somewhat detailed indications of a child's specific speech problem (omission of articles, pronouns, etc.).

-May identify specific linguistic structures that are the cause of the child's limited language performance.

-May indicate just what the child is or is not capable of doing within the area of language at the time of testing.

NORMATIVE DATA:

Sample Size: 475 children; aged 3 yrs. - 7 yrs. 11 mo.

Population Descriptors Used:

White

Middle socioeconomic status

Speech in the home was Standard American English

Attendance in day care centers or Church schools in a middle class neighborhood in Houston, Texas.

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 25 children retested after a 2 week period yielded a correlation of .98. Inter-examiner reliability with 2 administrators scoring 10 randomly selected tapes was found to have a correlation of .98. A .99 correlation was found when 2 examiners scored 20 tapes including 10 language disordered children.

Validity: Analysis of variance testing age differences in total and sub-scores was significant. Correlation between age and total error was .62. CELI compared to the Developmental Sentence Scoring yielded a correlation of .79.

REFERENCES:

Carrow Elicited Language Inventory - Manual
Forms
Training guide and tape

TEST ANALYSIS

TITLE: CARROW ELICITED LANGUAGE INVENTORY Screening ☐ Verification ☒

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: CHILD DEVELOPMENT ASSESSMENT FORM Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Revised by:
T. Thomas McMurrain, Ph.D.
Fan Brooke, M.A.

Publisher: Humanics Associates
881 Peachtree St. N.W.
Atlanta, GA 30309

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: Form - 25¢

DESCRIPTIVE INFORMATION:

Purpose: Designed to help the teacher and parent observe the child in different areas of development and to follow the child's progress.

Age Range (CA): 3-6 yrs. MA: Grade Level:

Format: The CDAF is a checklist of representative skills and behaviors that are likely to develop between 3 and 6 years. The form is completed by observing the child in every day situations.

Time Required: Untimed

Sub-Areas:

Cognitive	Motor Skills
Social - Emotional	Hygiene & self-help

Observational Information:

Notes may be made within each sub-area.

Personally Identifiable Information Required:

Child's name, age, date of birth
Teacher's and teacher aide's names
Child's class and school

TEST ANALYSIS

TITLE: CHILD DEVELOPMENT ASSESSMENT FORM Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Preacademic skills

Disability Groups:

Mildly impaired or older severely impaired

Age Range (CA): 3-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individually scored, observations and 'testing' situations may be made in a group setting.

Training Needed by Examiner: Form requires no training for completion. Classroom teacher or parent may use it.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Materials needed may be found in any preschool class. Puzzles required in Cognitive area must be made to specifications provided.

SCORING AND INTERPRETATION:

Procedure: A check is entered in the appeared column (transitional skill) or stabilized column (mastered skill). No check mark is entered if the skill is not present.

Format: The Assessment Form contains the list of skills and criteria. This can become part of the child's file in the classroom.

Space for Recording Retest:

Space for four retests.

Summary Sheet (graphic representation):

Summary profile for all four 'testings' is provided. Planning sheets to determine follow-up activities for readiness or problem areas.

TEST ANALYSIS

TITLE: CHILD DEVELOPMENTAL ASSESSMENT FORM Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Aid in planning the child's individual education plan.

- Provide information for developing learning experiences based on the child's strengths or problem areas.

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Child Development Assessment Form

TEST ANALYSIS

TITLE: CHILD DEVELOPMENT ASSESSMENT FORM Screening ☑ Verification ☐

ADDITIONAL INFORMATION:

- Items have a degree of subjectivity in them - i.e. "Uses scissors smoothly and with moderate control".

- Definitions for sub-areas are excellent and will help the parent, especially when providing input.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: COGNITIVE SKILLS ASSESSMENT BATTERY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Ann E. Boehm
1234 Amsterdam Avenue
Publisher: New York, N.Y. 10027

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: Sampler - 75¢, Kit - $15.00; manual - 50¢

DESCRIPTIVE INFORMATION:

Purpose: To provide a profile of a child and class's strengths and weaknesses in the cognitive skills area.

Age Range (CA): MA: Grade Level: Prekindergarten-Kindergarten

Format: Child is required to write, point or verbalize a response to the examiner's questions. All answers fall into a competence level (2-highest, 1-some competence, N-no competence).

Time Required: 20-25 minutes

Sub-Areas:

- Orientation toward environment
- Coordination
- Discrimination
- Memory
- Comprehension and concept formation

Observational Information:

Section - "Response during Assessment" is a checklist of behaviors.

Personally Identifiable Information Required:

Standard information.
Major language spoken.

TEST ANALYSIS

TITLE: COGNITIVE SKILLS ASSESSMENT BATTERY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Preacademic skills

Disability Groups:

Learning disabled, Mild mentally retarded, Language delayed, Physically handicapped.

Age Range (CA): **MA:** **GRADE LEVEL:** Prekindergarten-Kindergarten

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be totally familiar with the CSAB, Trial administrations should be attempted.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Card manual
* 8 blocks all the same color, size and shape

SCORING AND INTERPRETATION:

Procedure: Response sheet is scoring as items are administered. A competency level of 2, 1, or N is circled for each item administered. Level determined by specific guidelines in card manual.

Format: Response sheet contains all necessary information which is then transferred to a "Class Record Form" for group comparison. Comparison can be made to levels within the manual for grade level and SES for determining how far behind the child is.

Space for Recording Retest:

Pupil Record Form is non-reusable

Summary Sheet (graphic representation):

Class Record Form does summarize the total class' performance by item.

TEST ANALYSIS

TITLE: COGNITIVE SKILLS ASSESSMENT BATTERY **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

- May aid in the formation or large of small groups for classroom instruction.

- May indicate the child's invididual strengths and weaknesses as well as profile the class' strengths and weaknesses.

NORMATIVE DATA: Criterion-referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: No Data Available.

Validity: Content validity - Items were chosen by a consensus of teachers and classroom materials. Items had to be appropriate to grade level, test a skill that could be taught and that the child should be competent in at the time of entrance in the first grade.

REFERENCES:

COGNITIVE SKILLS ASSESSMENT BATTERY - Manual,
Pupil Response Sheet,
Class Record Form

TEST ANALYSIS

TITLE: COGNITIVE SKILLS ASSESSMENT BATTERY Screening ☐ Verification ☐

ADDITIONAL INFORMATION:

May be translated into any language.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1976

TEST ANALYSIS

TITLE: COMMUNICATIVE EVALUATION CHART FROM INFANCY TO 5 YEARS

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Ruth M. Anderson Patricia A. Metheny
Madeline Miles

Publisher:
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Mass. 02138

Ordering Information:

Editor:

Forms:

Copyright Date: 1963

Cost: $ .25 per score card

DESCRIPTIVE INFORMATION:

Purpose: To gain an impression of a child's overall abilities or disabilities in language and performance.

Age Range (CA): 3 mo.-5 yr MA: Grade Level:

Format: Child is observed as to his performance of everyday skills, (e.g. rolling over, playing, etc.)

Time Required: Untimed

Sub-Areas:

Items on left deal with the normal development and comprehension of language. Items on the right are concerned with physical growth and development, motor co-ordination and visual-motor responses.

Observational Information:

Items are scored from direct observation of the child, especially the infant. No extra space is provided for additional notes.

Personally Identifiable Information Required:

Standard information. Includes evaluator's name and the child's language and performance levels.

TEST ANALYSIS

TITLE: COMMUNICATIVE EVALUATION CHART FROM INFANCY TO 5 YEARS

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 3 mo.-5 yr. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: May be administered by a well-educated parent, paraprofessional or professional that is well acquainted with the child's development and behavior.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Toys usually used at each age level - rattles for infants and blocks and puzzles for older children.

SCORING AND INTERPRETATION:

Procedure: A mark of + for present; - for not present or ± for fluctuating is given to each item administered. All items within the child's age range are given as well as above that level.

Format:

No separate recording sheet is utilized.

Space for Recording Retest: Retests at 6 month intervals to 2 yr. and 1 yr. intervals to 5 may be made on the same chart, using preferably a different color ink for each.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: COMMUNICATIVE EVALUATION CHART FROM INFANCY TO 5 YEARS

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate a need for a more formal assessment by an audiologist speech pathologist or psychologist.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

COMMUNICATIVE EVALUATION CHART FROM INFANCY TO 5 YEARS - booklet

TEST ANALYSIS

TITLE: COMMUNICATIVE EVALUATION CHART FROM INFANCY TO 5 YEARS

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Test items were compiled from the Gesell, Binet, Cattell, etc.

Many items are subjective - 'Draws a fairly recognizable man' at 4 years and 'Draws a man with more detail' at 5.

Many items would be misunderstood by the unguided parent: vocabulary size or use of certain parts of speech.

Items at the 3-month level under physical growth and normal development are questionable as to their overall importance in the child's development, e.g., 'Non-allergic', etc.

If thoroughly explained to a parent or paraprofessional it can be a tool to provide early referrals for services.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: August 1976

TEST ANALYSIS

TITLE: COMPREHENSIVE IDENTIFICATION PROCESS Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: R. Reid Zehrback, Ph.D.

Publisher:
Scholastic Testing Service, Inc.
480 Meyer Rd.
Bensenville, IL 60106

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: $54.50 - Kit (includes Administrator manual, Interviewer manual, Screening booklet, Symbol booklet, 35 each: parent interview forms, observation of behavior forms, speech and expressive language record forms, record folders).

DESCRIPTIVE INFORMATION:

Purpose: To detect problems in young children who will need early intervention programs to better realize their potential, does not label the child.

Age Range (CA): 2½ - 5½ yrs MA: Grade Level:

Format: The original intent is to use the CIP in mass screenings although it can be utilized in the home if necessary. The child is asked to repeat words, identify pictures, draw and do various motor activities. For each sub-area other than hearing and vision, there is a separate 1-3 pg. form with necessary questions and instruction but is for examiner use only.

Time Required: 25 - 35 minutes

Sub-Areas:

Cognitive-verbal	Speech and expressive language
Fine motor	Hearing-vision (this is done with other instruments)
Gross motor	Socio-effective behavior

Observational Information:
A formal part of the screening is the completion of an Observation of Behavior form which provides space for documentation of specific behaviors as they occur in each area (speech, vision, physical/motor, etc.). These perceptions allow the examiner to see the child as well as document any problems not already noted.

Personally Identifiable Information Required:
Each record form (for each test section) asks for the child's name, age and date of exam. There is a comprehensive Parent Interview Form which provides for the development of a complete family and developmental history.

TEST ANALYSIS

TITLE: COMPREHENSIVE IDENTIFICATION PROCESS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups: Any thought to be handicapped child, Mentally retarded, Learning disabled, Physically handicapped, Children with mild to moderate hearing and/or vision impairments.

Age Range (CA): 2½ - 5 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
May be administered by a para-professional well oriented to the CIP.

Other Persons Required:
Other persons would be required if the CIP is used for mass screening, Administrator's Manual provides direction for such use.

Materials Required: (*items not provided in kit)
Kit contains most materials and is therefore easy to use for home screening visits.

* Individually wrapped candies or candy substitutes
* Sturdy box or chair - 18" high
* Jar with a lid about the size of a doorknob
* Masking tape

SCORING AND INTERPRETATION:

Procedure: Child is presented with 5 tasks in each area (fine and gross motor and cognitive-verbal). Each item answered correctly mark +; incorrect 0; refused R.

Format: All items are marked on the Child Interviewer's Record Form in the child's folder. Difficulty with test items can be readily seen by comparison of child's age to age of item group successfully passed.

Space for Recording Retest:
A scheduled retest can be recorded with a different color ink to compare results of both testings easily.

Summary Sheet (graphic representation):
Expressed as the final recommendation, P = pass, R = refer or rescreen, and E = evaluate.

TEST ANALYSIS

TITLE: COMPREHENSIVE IDENTIFICATION PROCESS Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-This test provides specific information to be utilized to decide whether the child is in need of verification as to being handicapped.

-May help identify the "at risk" child more readily for possible programming.

NORMATIVE DATA:

Sample Size: 762

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: No Data Available

Validity: Strong concurrent validity since test items have been validated against developmental behavior.

REFERENCES:

Comprehensive Identification Process - **Forms**
Manual
Information pamphlet

TEST ANALYSIS

TITLE: COMPREHENSIVE IDENTIFICATION PROCESS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Provides suggestions for screening bilingual and culturally different children.

Test is based on Minimal Acceptable Behavior at a given developmental age interval.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: August 1976

TEST ANALYSIS

TITLE: DABERON Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Virginia A. Danzer, M.Ed. Mary Frances Gerber, M.Ed.
Theresa M. Lyons, M.A.

Publisher:
Daberon Research
4202 SW 44th Avenue
Portland, Oregon 97221

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Complete set (manual, cards, 50 forms) - $12.00; Forms available at $ .08 each; Manual - $7.00; Specimen copy of the record form is set free upon request

DESCRIPTIVE INFORMATION:

Purpose: To determine a child's readiness for academic learning.

Age Range (CA): 4-6 yrs. MA: Grade Level:

Format:
Child is given up to 124 tasks to perform or respond to verbally.

Time Required: 20 minutes

Sub-Areas:
See Additional Information

Observational Information:
Comments pertaining to perserveration, distractibility, unusual language patterns or any behavior beyond normal expectations, may be made on the last page of the test form.

Personally Identifiable Information Required:
Standard information.
Major language, school and hours of attendance. (A.M., P.M., etc.)

TEST ANALYSIS

TITLE: DABERON Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Preacademic skills

Disability Groups:
Learning disabled, Mentally retarded, with slight modification for testing a Blind child.

Age Range (CA): 3-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiners may be teachers or skilled aides, but should be trained by speech clinicians, since many items contain a language component.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Set of stimulus cards
* 12 slips of colored paper - 2 each - red, green, yellow, blue; 1 each - black, brown, orange, white
* 20 natural finished wooden blocks - 1" x 1" x 1"
* Ball 3-4" diameter or a tennis ball
* Small box
* Small airplane
* 2 identical small cars
* 4 buttons

Room should be large enough to perform gross motor tasks

SCORING AND INTERPRETATION:

Procedure: Each item administered is either checked as being R(correct), W (incorrect), N(no response), I(inappropriate) or asterisk in the 1 column (unintelligable response). Responses may be compared to developmental age level to determine whether the skill needs to be developed immediately or is not within a child's developmental capabilities at the time of testing.

Format:
Boxes are provided for each possible response (R,W,N,I). There is space to indicate which areas the child needs help in.

Space for Recording Retest:
A retest at the end of the year is recommended to provide a progress report, contrasting ink should be used.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: DABERON

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Consistently correct responses indicates a child is ready for a usual academic oriented school experience.

-Consistently incorrect responses may indicate future problem areas, or a need for further diagnostic evaluation.

-Items incorrectly responded to in a specific category may be an indication of a need for programming in the area.

-May help determine areas of need for development of an individual educational plan.

-May indicate visual perception problems that may be remediated.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

DABERON - Manual
Pupil record form

TEST ANALYSIS

TITLE: DABERON

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-areas:

- Knowledge of body parts
- Color and number concepts
- Functional use of prepositions
- Plurals
- Ability to follow directions
- General knowledge
- Visual perception
- Gross motor development
- Ability to categorize

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: DALLAS PRE-SCHOOL SCREENING TEST Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Robert R. Percival, Ed.D.
Suzanne C. Poxon, M.F.A.

Publisher:
Dallas Educational Services
P.O. Box 1254
Richardson, TX 75080

Ordering Information:

Editor:

Forms: Spanish edition available (only Pupil Record Form is in Spanish)

Copyright Date: 1972

Cost: Kit (Manual Cards, 25 Pupil record forms & profiles) - $22.50; Manual $7.50

Availability:

DESCRIPTIVE INFORMATION:

Purpose: Designed to eliminate testing of small children, by screening a child's primary learning areas.

Age Range (CA): 3-6 yrs. MA: Grade Level:

Format:
Child is asked to answer a question or to perform a specific task with or without visual or auditory stimuli.

Time Required: 15-20 minutes

Sub-Areas:

Psychological	Language
Auditory	Motor
Visual	Articulation (optional)

Observational Information:
Behavioral Observations are to be noted on the back of the profile/articulation test sheet.

Personally Identifiable Information Required:
Name and date of testing

TEST ANALYSIS

TITLE: DALLAS PRE-SCHOOL SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Intelligible speech

Disability Groups:
Learning disabled, Mentally retarded, Physically handicapped

Age Range (CA): 3-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner may be the classroom teacher who is familiar with the DPST. Instructions are flexible, scoring instructions may be difficult to understand without full familiarity with them.

Other Persons Required:

Materials Required: (*items not provided in kit)
Stimuli book

SCORING AND INTERPRETATION:

Procedure: Specific directions for scoring each item appears in the test manual. Each response is worth a specific developmental age. Developmental ages corresponding to the child's answer are circled & later totalled. In some cases more than one developmental age is to be circled. (Scoring may be subjective).

Format:

Scores are transposed to a tally sheet which defines which items are contained in which sub-area.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

A conversion table is provided and may be used as a profile by circling or entering a child's score on the table and connecting these scores with lines.

TEST ANALYSIS

TITLE: DALLAS PRE-SCHOOL SCREENING TEST Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Aid in identifying those children in a specific preschool who should be further evaluated by professionals.

-May identify strengths and weaknesses of a child.

NORMATIVE DATA:

Sample Size: 3,000 randomly selected 3, 4, and 5 year olds, approx. 1,000 in each age group. Approximately 100 black children.

Population Descriptors Used:
Children tested came from a suburb of Dallas, parents could be classed as being above average in education and financial resources. Approximately one half of the children tested were in private schools attending open classrooms.

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability after a 2-week period of time yielded high correlations from .76 in language to .95 in visual.

Validity: Correlations are from .46 when the DPST language sub-area was compared to the PPVT to .68 when the DPST psychological sub-area was compared to scores that 5 year olds recieved on the Columbia Mental Maturity Scale.

REFERENCES:

Dallas Pre-School Screening Test - Manual
Stimuli cards
Tally articulation
Test sheet
Pupil record form

TEST ANALYSIS

TITLE: DALLAS PRE-SCHOOL SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The manual states the DPST, "... is a fairly culture free instrument capable of consistent evaluation..."

Examiner must be bilingual when administering the Spanish Edition since the score sheet is the only item in Spanish.

Standard error of measurement is given for each age level and sub-area.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: DEAF-BLIND PROGRAM AND ABILITY SCREENING TEST

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: L. Lyall, T. Grahan, V. Henry, S. Lassiter

Publisher:

Ordering Information: Send request to:
Ellisville State School
Deaf Blind Center
Ellisville, Miss. 39437

Editor:

Forms:

Copyright Date:

Cost:

DESCRIPTIVE INFORMATION:

Purpose: To derive a measure of a child's functioning ability and program needs within developmental areas.

Age Range (CA): MA: Grade Level:

No ages or levels stated.

Format: Child is observed in many daily living situations. If items cannot be readily observed, a direct test situation may be contrived. All items must be administered or observed.

Time Required: 10 minutes

Sub-Areas:

Gross motor	Vision	Communication
Fine motor	Hearing	Socialization
Self-help		

Observational Information:

Many items contained in the screening test are scored by observation. Observations for each item or area may be written on the test form near that item.

Personally Identifiable Information Required:

Name, date of birth, chronological and mental ages

TEST ANALYSIS

TITLE: DEAF-BLIND PROGRAM AND ABILITY SCREENING TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Deaf-blind

Age Range (CA): **MA:**
No age stated

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the child and the test items in order to attain a true priority level for programming.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
* Flashlight
* 12" diameter red ball
* 8" x 10" animal picture
* Bell or drum
* Rattle
* Stuffed animal
* 1" round ball
* 4 blocks

SCORING AND INTERPRETATION:

Procedure: Examiner checks all items as being yes or no. All pass items are totalled for a grand total Ability Score. Special factor items (child's behavior, additional handicaps, mental age, etc.) are scored by explanations provided and are added to the ability score yielding a priority score which may be converted to a priority level.

Format:
Scoring is done within the actual scale. No special forms are used.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: DEAF-BLIND PROGRAM AND ABILITY SCREENING TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Provides information to aid in placement and with prioritizing those children in need of services.

-Divides the Deaf-Blind into three functioning levels.

Level one - lower level, profoundly disabled; child is deaf-blind, multi-handicapped, non-ambulatory, confined; education should be stimulation training.

Level two - middle level, child is semi-ambulatory or ambulatory, secondary handicap in addition to the deaf-blindness, education should be oriented to general developmental tasks.

Level three - higher level, child has a high functioning level and may be involved in other existing programs for the visual or hearing impaired.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: Preliminary reliability and validity studies with independent examiners yielded consistently non-significant differences in results.

Reliability:

Validity:

REFERENCES:

Deaf-Blind Program and Ability Screening Test - Manual
Test booklet

TEST ANALYSIS

TITLE: DEAF-BLIND PROGRAM AND ABILITY SCREENING TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

A score of 2 in the visual section, or a 5 in the hearing section indicates the child is not deaf-blind and may be tested by methods used when testing the visual or hearing impaired child.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: DELCO-ELFMAN DEVELOPMENTAL ACHIEVEMENT TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Rose Marks Elfman, Ph.D.

Publisher: Delaware County Intermediate Unit
State Building
6th & Olive Streets
Editor: Media, PA 19063

Ordering Information:
Forms: Clinical & Research Edition

Copyright Date: 1974

Cost:

DESCRIPTIVE INFORMATION:

Purpose: To help determine a child's present level of functioning. It can aid in the preparation of an individual education plan (IEP).

Age Range (CA):6 mo-6 yrs.MA:6 mo-6 yrs Grade Level:

Format: There are eight sub-categories under three categories, year levels are broken into 6 month levels, The area of mobility is not administered to physically handicapped persons that are immobile or unable to sit, etc.

Time Required: Untimed

Sub-Areas:
Physical - mobility, visual motor
Social - oral communication, self-help, interpersonal
Intellectual - information, cognition, oral comprehension/memory

Observational Information:

Observational data compiled is whether the child is over 18 and functioning at this level or if the child is physically handicapped.

Personally Identifiable Information Required:

Name, school, teacher, birthdate, exam date and examiner.

TEST ANALYSIS

TITLE: DELCO-ELFMAN DEVELOPMENTAL ACHIEVEMENT TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Developmental level of at least 6 months

Disability Groups:

All, correction is made for the physically disabled when test is scored.

Age Range (CA): 6 mo-6 yrs. **MA:** 6 mo.-6 yr.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be adequately familiar with the test items. Psychologists, educators, teachers, social workers, guidance counselors etc, may administer the DEDAT.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

* Crayon
* 12-1" blocks
* 3 figure formboard with triangle, square, and circle
* Small toys - bell, truck, doll and dog
* Spoon
* Cup
* Coins - penny, nickel, dime, quarter
* Mirror
* Comb
* 10 colored cards - 1 pr. each red, blue, yellow, green, orange
* 2 sheets 6" x 6" paper

SCORING AND INTERPRETATION:

Procedure: A Category Age Achievement Score, a total score, of all items passed per age level; a DEDAT score and a DEDAT quotient may be derived.

Format: Scores are recorded on the lower portion of the score sheet in the proper lines corresponding to each sub-area scoring.

Space for Recording Retest:

None

Summary Sheet (graphic representation): The score sheet may be turned into a profile by connecting last passed item in each category. Multiple profiles may be plotted.

TEST ANALYSIS

TITLE: DELCO-ELFMAN DEVELOPMENTAL ACHIEVEMENT TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May aid in the determination of present functioning levels in conjunction with IEP development.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Delco-Elfman Developmental Achievement Test (Clinical & Research Edition) manual, scoresheet

TEST ANALYSIS

TITLE: DELCO-ELFMAN DEVELOPMENTAL ACHIEVEMENT TEST

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

A child tested with the Delco-Elfman that is over 18 chronologically, is considered as being 18 for the purpose of computing the DEDAT Quotient.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: DEL RIO LANGUAGE SCREENING TEST Screening [x] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Allen S. Toronto, Cornelia Hanna, Antoneta Maldonado, D. Leverman, Peggy Rosenzweig

Publisher: National Educational Laboratory Publisher's Inc.
P.O. Box 1003
Austin, TX 78767

Ordering Information:

Editor:

Forms: English/Spanish

Copyright Date:

Cost:

DESCRIPTIVE INFORMATION:

Purpose: To identify children with deviant language skills for age, language and background.

Age Range (CA): 3 yr - 6 yr.11 mo. MA: Grade Level:

Format: Child is asked to repeat sentences verbatim, sentences vary in length and complexity; to identify a picture corresponding to a stimulus word or perform an instruction. There are separate words, pictures, sentences, etc. for Spanish and English.

Time Required:

Untimed, sub-tests may be used independently. (See Additional Information)

Sub-Areas:

Receptive vocabulary
Sentence repetition-length
Sentence repetition-complexity
Oral commands
Story comprehension

Observational Information:

None

Personally Identifiable Information Required:

Standard Information

TEST ANALYSIS

TITLE: DEL RIO LANGUAGE SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to speak clearly.

Disability Groups: Primarily meant to test children in the following categories: English speaking Anglo-Americans, predominantly English speaking Mexican-American, predominantly Spanish speaking Mexican-American. Children with mild to moderate deviations in language.

Age Range (CA): 3 yr - 6 yr. 11 mo. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

Examiner should be familiar with the test items and the scoring method since each sub-area is scored differently.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Manual containing test plates.

Test must be given in a room with a window, since this is important for a test item.

SCORING AND INTERPRETATION:

Procedure: Each correct response receives 1 point. Each sub-test score may be compared to norm tables for an age equivalent. Scores below two standard deviations are indicative of deviant language skills.

Format:

Scoresheet has each stimulus word or sentence on it. A space is provided for marking the items.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: DEL RIO LANGUAGE SCREENING TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help determine a child's bilingual proficiency to determine the need for bilingual or monolingual (and which language) the child should be educated in.

-Determines the monolingual (English or Spanish) child's proficiency in his native language.

-Determines the need for further evaluation.

-Patterns in answering and possible problems are discussed in the manual.

NORMATIVE DATA:

Sample Size:

348 children, 128 per year of age from 3 years to 6 years 11 months.

Population Descriptors Used:

Equal number of boys and girls in each group
Normal hearing
Case histories free from learning difficulties
Informally assessed as being normal

Randomly selected from the Del Rio, TX population, ethnic distribution was representative of the city. There were no Blacks used.

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability determined by testing 32 children, 8 in each year of age were retested two weeks from initial testing, Spearman Rank Order Correlation were from .72 - .86 in group 1, .57 - .88 in group 2, and .69 -.88 in group 3. (See Additional Information)

Validity:

Scores were shown to increase significantly with age.

REFERENCES:

Del Rio Language Screening Test-manual
score sheets

TEST ANALYSIS

TITLE: DEL RIO LANGUAGE SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-tests may be used independently for quick screening.

In order of discriminatory ability the sub-tests are: Receptive vocabulary, Story comprehension, Oral commands, Sentence repetition - length, Sentence repetition - complexity.

When testing a child for bilingualism, either both tests (English and Spanish) or sub-tests of both should be given. If administering only sub-tests, it is recommended that the assessment include an expressive language subtest.

The Del Rio may be used as part of a diagnostic test battery.

Groups tested:

1) English speaking Anglo-Americans
2) Predominantly English speaking Mexican-Americans
3) Predominantly Spanish speaking Mexican-Americans

Sentence repetition - complexity and Story comprehension in group 1, and Sentence repetition - length in group 3 have the same norms for ages 5 and 6. These items do not discriminate well between older groups but still may be helpful in establishing an age level in these areas for older children with a problem.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: DENVER DEVELOPMENTAL SCREENING TEST Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Wm. K. Frankenburg, M.D. Alma W. Fandal
Josiah B. Dodds, Ph.D.

Publisher:
LADOCA Project & Publishing Foundation, Inc.
51st and Lincoln Streets
Denver, CO 80216

Ordering Information:

Editor:

Forms: test forms are available in Spanish and English

Copyright Date: 1973

Cost: Manual - $4.00, Test forms (pkg of 100) - $2.00; Test materials - $7.00 Spanish version of Manual - $4.50; Training films available.

DESCRIPTIVE INFORMATION:

Purpose: To aid in the early identification of children with developmental problems.

Age Range (CA): birth-6 yr MA: 0-6 yr. Grade Level:

Format: Child is asked to perform approximately 20 different tasks (some below and above average age level). Child's performance is compared to a normative group for each item.

Time Required: Untimed

Sub-Areas:

Personal-Social	Language
Fine-motor adaptive	Gross motor

Observational Information:

Observations are made on back of scale form. Comments about the child's cooperation, attention span, verbal behavior, self confidence, parent-child relationship, nervous habits, etc. should be made in brief form.

Personally Identifiable Information Required:

Child's name, birthdate and exact chronological age.

TEST ANALYSIS

TITLE: DENVER DEVELOPMENTAL SCREENING TEST Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): birth-6 yr. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: No special training required. Instructions for administration are in the manual with brief notes on the back of the scale.

Other Persons Required. Parent may accompany a young or hesitant child. A young child may be tested while sitting on mother's lap. If a child refuses to perform an item for the examiner, parent may administer the item. Some items may be scored by report

Materials Required: (*items not provided in kit)

Red wool ball (pom-pom)
Raisins
Rattle with narrow handle
8 - 1" blocks (red, blue, yellow, green)
Sm. clear glass bottle with 5/8" opening
Sm. bell
Tennis ball
* Pencil
* Paper

SCORING AND INTERPRETATION:

Procedure: Items are scored on the item bar at time of administration. Scores are either P-pass, F-fail, N.O. - no opportunity or R-refused. Tests are judged as being normal, abnormal (1 or more delay in an area) questionable or untestable (many refusals)

Format: An age line is made using the child's exact chronological age (adjusted for prematurity if necessary). All items that the age line passes through are administered. Child must have at least 3 passes in a sector to the left of any failure.

Space for Recording Retest:

Retest may be given on the same form by computing the exact CA again and recording the scale in a different ink.

Summary Sheet (graphic representation):

Interpretations are made from the DDST form.

TEST ANALYSIS

TITLE: DENVER DEVELOPMENTAL SCREENING TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate a child in need of further evaluation, especially if parent reports child's performance is typical and the test is abnormal or questionable.

-May be used as a pre- or post-test for determining degree of successful intervention.

NORMATIVE DATA:

Sample Size: 1,036 children (543 male, 493 female) ages 2 weeks to 6.4 years.

Population Descriptors Used:

Children were located by private sources. An even distribution of children's racial background and father's occupation was made in regards to the Denver population. Children were of normal intelligence. A study to develop norms for children of unskilled workers is underway.

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability for 20 children tested within one week by the same examiner, percentage of items passed the same way at previous testing was 95.8. Intra-tester reliability found agreement of items passed approximately 90% when child was tested twice in succession by 2 examiners.

Validity:

236 children were tested with the DDST and the Stanford-Binet, or Revised Bayley Scales. A high degree of agreement between DDST ratings and quotients from the Bayley or Stanford-Binet were found with a 7.2% of overreferrals and a 2.95% of underreferrals.

REFERENCES:

Denver Developmental Screening Test - Manual/workbook

TEST ANALYSIS

TITLE: DENVER DEVELOPMENTAL SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Delay - any item which is completely to the left of the age line thus indicating that 90% of the population can do that item.

Sectors have missing elements which may be important to the child's development - i.e., crawling or creeping.

Items progress quickly at the lower extremes which may not indicate a useful profile for a more severely impaired child.

There are not many items at the 5-6 year age level which may not indicate the child's true ability or ceiling.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Wm. K. Frankenburg, M.D.
Wm. J. Van Doorninck, Ph.D.
Nathan P. Dick, M.S.
Thersa N. Liddell, B.A.

Publisher:
LADOCA Project
East 51st & Lincoln Streets
Denver, CO 80216

Ordering Information:

Editor:

Forms: 4 forms-includes 2 age segments per sheet

Copyright Date: 1975

Cost: Unknown

DESCRIPTIVE INFORMATION:

Purpose: To identify those children requiring a more thorough screening.

Age Range (CA): 3mo. - 6yrs MA: Grade Level:

Format: Parent answers 10 questions relevant to the child's chronological age. Items are in chronological order and occur at a level where 90% of the population passes them. Questions have a 3.8 - 9.6 readability level.

Time Required: Untimed, 5 minutes

Sub-Areas:

Observational Information:
All information gathered is observational

Personally Identifiable Information Required:
Child's name and birthdate

TEST ANALYSIS

TITLE: DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 3mo. - 6yrs **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: The PDQ may be answered by anyone knowledgeable about the child's performance (parent, daycare personnel, etc.) Interpretations of the PDQ should be made by a professional for accuracy.

Other Persons Required:

Materials Required: (*items not provided in kit)

Materials can be found in any home or preschool class.

SCORING AND INTERPRETATION:

Procedure: Parent circles the corresponding answer to demonstrate the child's ability - Yes, No, R (refused), NO-OPP (no opportunity). Cut off scores, how many failures allowed before formal screening vary. Below 6 passes the child should be immediately screened 7 or 8 passes give a PDQ again in 1 mo. if there are still less than 8 passes then screen.

Format:

Scoring is done directly on the question sheet.

Space for Recording Retest:

There is a new form for every age level, child would rarely be screened twice at the same level.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Will help lessen the number of formal screening tests (DDST's) that are given especially by medical personnel.

-Will allow the parent to have input to the child's development by allowing the parent to look at the child more closely.

-May serve as an ongoing log of the child's development.

NORMATIVE DATA:

Sample Size: 1,155 parent-child pairs

Population Descriptors Used:
Predominantly middle class

TECHNICAL ASPECTS: Judged from the Denver Developmental Screening Test

Reliability: 93.3% of the items and questions were in agreement items that could be passed by report on the DDST were in highest agreement.

Validity: The PDQ predicts positives (those in need of evaluation) with 23.3% accuracy.

REFERENCES:

Denver Prescreening Developmental Questionnaire - Article reprint from *Pediatrics*
PDQ forms

TEST ANALYSIS

TITLE: DENVER PRESCREENING DEVELOPMENTAL QUESTIONNAIRE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: DEVELOPMENTAL ARTICULATION TEST Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Robert F. Hejna, Ph.D.

Publisher:
American Printing & Publishing Company, Inc.
Madison, Wisconsin

Ordering Information:
Speech Materials
Box 1713
Ann Arbor, Michigan 48106

Editor:

Forms:

Copyright Date: Unknown

Cost: Complete test (pictures, score sheets & instructions) - $3.00; Scoresheets (pad of 25) - $1.00.

DESCRIPTIVE INFORMATION:

Purpose: "Designed to test consonant sounds on a developmental scale."

Age Range (CA): 3 - 8 yrs MA: Grade Level:
(May extend above 8 yr. for children with speech impairments, etc.)

Format: Child is shown a card with 3 or more pictures on it. Child is asked to identify the picture and any errors are recorded. There are a total of 28 cards, all cards are not used with each child rather a ceiling level is determined. Sounds in isolation may be tested also.

Time Required: Untimed

Sub-Areas:
None

Observational Information:
None

Personally Identifiable Information Required:
Name, Age, Grade, School and Date.

TEST ANALYSIS

TITLE: DEVELOPMENTAL ARTICULATION TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
A developmental age of 3 years.

Disability Groups:
May be used with any child that has a primary speech impairment in conjunction with another disability.

Age Range (CA): 3 - 8 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner should be a speech clinician or other professional involved with speech and language disorders.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Picture cards

SCORING AND INTERPRETATION:

Procedure: Errors are marked in the 1, 2, & 3 position as they appear in the words (initial, medial, final). Markings are made for substitutions (b/p); distortions (Dist/p); Omission (-/p).

Format:
All errors are noted in the proper column and row on the score sheet.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None, all errors are indicated on one sheet.

TEST ANALYSIS

TITLE: DEVELOPMENTAL ARTICULATION TEST **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-May help determine if a child's use of consonants in varying positions in words and in isolation are within the normal limits of articulatory development.

-May indicate the need for speech therapy, as well as indicating which sounds should be worked on first.

NORMATIVE DATA: Developmental ages for articulatory development are based on previous normative data.

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Developmental Articulation Test - Instruction sheet
Cards
Scoring blank

TEST ANALYSIS

TITLE: DEVELOPMENTAL ARTICULATION TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

All developmental ages unless otherwise indicated are based on normative data that indicates that 90% of the stated age group can produce the sound correctly.

Two sounds are omitted since only a small percentage of children can produce them correctly even by age 8 /zh/ and /hw/.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Carol D. Mardell
Dorothea S. Goldenberg

Publisher:
DIAL, Inc.
Box 911
Highland Park, IL 60035

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: DIAL Kit - $99.50; Information packet (manual, scoresheet, cutting card) - $11.00, Parent cards (50/set) - $2.50 per set per area

DESCRIPTIVE INFORMATION:

Purpose: A comprehensive screening device which assesses all domains of learning

Age Range (CA): 2½-5½ yrs. MA: Grade Level:

Format: DIAL is a mass screening instrument designed to individually assess preschool children. Child is asked to perform varying tasks as he goes from area-to-area. Each area is assessed by a different operator.

Time Required: 25-30 minutes; 5-7 minutes per sub-area

Sub-Areas:

Gross motor	Concepts
Fine motor	Communication

Observational Information: Behavioral information is noted in each test area by circling the number 1-12 for the corresponding behavior. If the child exhibits none of the numbered behaviors, no additional information need be gathered. (See Additional Information)

Personally Identifiable Information Required:

Child's name, address, phone number, date of birth, chronological age, sex, school.
Parent's name
Hearing and vision test scores, if available.

TEST ANALYSIS

TITLE: DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups: Learning disabled (perceptual problems), Mentally retarded, Language delayed, Speech impaired. (Since much of the materials is presented visually or auditorily with motor responses required, this test may not be useful with children having sensory or physical handicaps.)

Age Range (CA): 2½-5½ yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Operators (examiners) should be thoroughly familiar with the test items and scoring. May be either professional or paraprofessional. Gross motor operator must have good balance.

Other Persons Required: Several operators, at least one for each area, a coordinator to assure a smooth operation and interpret results to the parent, volunteers may be used, but are optional.

Materials Required: (*items not provided in kit)

Colored markers (gross motor-red; fine motor-blue, cognitive-green, communications-purple)

* Polaroid camera-film and flashbulbs
* Balance beam - 6' x 2 5/8" off the ground - marked at 1 ft. intervals
* Name tags
* Watch or clock with a second hand
* Playdough
* Tape measure
* Paper clips

(See Additional Information)

SCORING AND INTERPRETATION:

Procedure: Each item has individual criteria for scoring. Correct number is circled on the score sheet and them multiplied by either 1, 2, or 3 (# heading the column, score was circled in) to obtain a scaled score. (See Additional Information)

Format: Score sheet travels with child from area-to-area during a mass screening. Each item is listed on the scoresheet with corresponding scores. Time spent in each sub-area and categorical behavioral scoring is all made on the score sheet. Cut-off scores by ages are also on this sheet

Space for Recording Retest: Score sheet is non-reusable. (It is recommended to retest a child yearly during his preschool years to insure that a problem has not occurred.)

Summary Sheet (graphic representation):

A profile may be made by connecting the circled raw scores on the score sheet. May be done for each area separately.

TEST ANALYSIS

TITLE: DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Aid in the identification of children requiring a complete diagnostic evaluation.

- May help the psychologist decide upon which test to use when a diagnostic evaluation is necessary.

- May identify areas that the child shows weaknesses in and may help the parent remediate these lesser problem areas. (Parent cards with stimulation and learning activities are available to give to parents at the end of the screening, if a child is found to be below par in an area.)

NORMATIVE DATA:

Sample Size: Original sample: 4356 stratified selected children
2nd sample: 3,100 randomly selected children.

Population Descriptors Used:

1st sample:	2nd sample:
sex	sex
demographic setting - urban/rural	
race	
socio-economic status	

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 520 children (½ from the upper 90% and ½ from the lowest 10%) after 1 yr. showed the 2 groups being very distinct. Inter-rater reliability was shown to be significantly high but, examiners were trained by the test authors.

Validity: Concurrent validity - when DIAL was used with 12 Headstart children, 5 were found to be high risk follow-up. These 12 children were all referred for an in-depth evaluation, 85.3% agreement was found with the DIAL. Congruent validity studies show that the test does measure factors related to sex, age, and intelligence.

REFERENCES:

Developmental Indicators for the Assessment of Learning - manual
scoresheet
parent cards

TEST ANALYSIS

TITLE: DEVELOPMENTAL INDICATORS FOR THE ASSESSMENT OF LEARNING

Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

OBSERVATIONAL INFORMATION: (Cont'd.)

1. Inability to separate
2. Clumsy
3. Squints, rubs eyes
4. Cries, whines
5. Doesn't talk, unusually quiet
6. Perseverative
7. Distractible
8. Hyperactive
9. Resistive
10. Disruptive
11. Lethargic
12. Impulsive

MATERIALS: (Cont'd.)

* Clipboard
Red tape
3 beanbags
Drum
Matching dial with 11 discs
6 each purple, orange, yellow blocks
4 each red, blue, green blocks
Cutting cards
Scissors - left and right-handed
Copying dial and stand
Small square box
Concept dial and stand
Articulation dial and stand
Language dials I and II and stand
3 story picture cards

If a child scores below his cut off score in:
1 area - give parent suggestions on helping the child at home.
2 areas - rescreen the child in those areas with DIAL.
3 or 4 areas or Communications area - refer for diagnostic evaluation.

PROCEDURE: (Cont'd.)

Scaled scores are compared in each area to a cut-off score previously established. Total scaled scores in each area are NEVER added together.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Keith E. Beery, Ph.D.

Publisher:

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607

Editor:

Copyright Date: 1967

Ordering Information:

Forms: Short form - ages 2-8 yr
Long form - ages 2-15 yr.

Cost: Specimen set - $2.10; Manual - $5.40; Monograph & Stimulus Cards - $6.57; Long form test (pkg of 15) - $9.99; Short form (pkg of 15) - $6.90.

DESCRIPTIVE INFORMATION:

Purpose: "A measure of the degree to which visual perception and motor beahvior are integrated."

Age Range (CA): 2-15 yr. MA:

Grade Level: Preschool - Early primary

Format: The VMI is a series of 24 geometric shapes of increasing difficulty, to be copied by the child with paper and pencil.

Time Required: Untimed

Sub-Areas: None

Observational Information:

Comments for each shape should be made on the front of the Student Test Booklet. Observations of the child's deviation from the correct body position (body centered - squared with desk) should be noted and corrected.

Personally Identifiable Information Required:

Standard Information.

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL MOTOR INTEGRATION

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Learning disabled, Mentally retarded, Developmentally delayed, any child suspected of having perceptual difficulties.

Age Range (CA): 2-15 yr. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Either

Training Needed by Examiner:

Familiarity with test administration and scoring instructions.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: Compare the child's reproduction of each form to the criteria in the manual, determine within which age range each figure is included in. Count all correct forms and subtract all forms failed prior to three consecutive failures for the raw score.

Format:

Tables for comparison of figures are contained in the manual scores (raw score and age equivalent) are documented on the identification sheet.

Space for Recording Retest:

Test booklet is non-reusable

Summary Sheet (graphic representation):

An area to document whether each form is passed or failed, and any additional comments and observations can be made in the booklet. A summary area for the child's visual and motor abilities and needs is provided on the identification sheet.

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL MOTOR INTEGRATION

Screening ☑ Verification ☐

IMPLICATIONS FOR PROGRAMMING: - Aid in educational assessment.

-Aid in identifying children with specific learning disorders that may interfere with the child's later academic learning.

-Child's score will be related to the integrative functions more than the individual functions.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: No Data Available

Validity: For the age range 2-15 years the Visual Motor Integration Test correlates with Chronological Age .89. There are higher correlations with the VMI and the child's mental age. Correlations are higher within the First Grade level than any other grade level.

REFERENCES:

Developmental Test of Visual-Motor Integration - Specimen manual
Student test booklet

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL MOTOR INTEGRATION

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL PERCEPTION Screening [X] Verification [X]

BIBLIOGRAPHIC INFORMATION:

Author: Marianne Frostig, Ph.D. John R.B. Whittlesey, M.S.
Welty Lefever, Ph.D

Publisher:
Consulting Psychologists Press
577 College Avenue, P.O. Box 11636
Palo Alto, CA 94306

Ordering Information:

Editor:

Forms: Revised 1966

Copyright Date: 1966

Cost: Specimen set - $5.00; Examiner's kit - $10.00; Test booklets (pk. of 25) - $10.00

DESCRIPTIVE INFORMATION:

Purpose: Designed to help identify children needing perceptual training.

Age Range (CA): 3-9 yrs. MA: Grade Level: Nursery - Grade 3

Format: Child is to perform paper and pencil tasks of various and distinct types. They may be modified to be used with children with severe motor problems.

Time Required: 30-40 minutes for individual administration; less than 1 hour for group administration; 5-10 minutes for scoring.

Sub-Areas:

Eye/Hand coordination
Figure-Ground
Constancy of shape
Position in space
Spatial relationship

Observational Information:

None

Personally Identifiable Information Required:

Child's name, birthdate, exact chronological age, IQ, handedness, grade, social adjustment, rading achievement, medical diagnosis
Diagnosing agency's telephone number
Parent's name, address, telephone number
Examiner's name

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL PERCEPTION Screening ☒ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Adequate pre-academic skills.

Disability Groups: Learning disabled, Deaf, Hard of hearing, Non-English speaking, Severe motor problems, cerebral palsy, Hyperactivity, Emotionally disturbed, Mentally retarded.

Age Range (CA): 3-9 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual or group, groups should be no larger than 2 children at ages 3-4 yr.; 2 to 4 at 4-5 yrs.; 8 to 10 at kindergarten; 12-6 at 1st grade

Training Needed by Examiner:
Examiner should be thoroughly familiar with the manual, administration, directions and scoring procedures. Examiner should be trained by and observed by a qualified administrator. (See Additional Information)

Other Persons Required:
If group administration is used, proctors would be required.

Materials Required: (*items not provided in kit)

Demonstration cards
Scoring tissues
* Colored pencils - deep red, blue, brown, green
* Blackboard for group administration
* White paper for individual administration
* Pencil without an eraser

SCORING AND INTERPRETATION:

Procedure: Child's responses are given 0, 1, 2, 3, & 4 points as specified in the manual. Criteria for scoring is provided in the administration manual and the 3 tissues used for scoring. All sub-tests are totaled for raw scores, which are converted to age equivalents and scaled scores. A perceptual quotient is yielded.

Format: Scoring tab is attached to each booklet and is a listing of sub-test item numbers. Tab may be detached for easier scoring. Permanent record of raw scores and scaled scores by sub-test is on same back page as the personal identifiers.

Space for Recording Retest:

Test booklet is non-reusable.

Summary Sheet (graphic representation):

All scores and conversions appear on the back page of the test booklet.

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL PERCEPTION **Screening** [x] **Verification** [x]

IMPLICATIONS FOR PROGRAMMING:

- May identify children having visual perception problems that will affect their ability to learn to read.

- May be used in conjunction with Marianne Frostig's *Program for the Development of Visual Perception* ($5.75 - Consulting Psychologists Press) or any other curriculum.

- May aid in identifying possibly brain damaged children.

NORMATIVE DATA:

Sample Size: 2100 age 3-9 years

Population Descriptors Used:

Southern California - 1½% high; 5.2% low and 93% middle. Socioeconomic status - no black children, few Mexican Americans, fewer Orientals.

TECHNICAL ASPECTS: Many reliability and validity studies have been made, one study has been sited.

Reliability: Test/Retest reliability with 50 children tested 3 weeks apart with the same psychologist administrating found perceptual quotients (PQ) to correlate .98 within the full range of ages used.

Validity: In various studies, children with Perceptual Quotients below 90 were found to have a high degree of difficulty when learning to read.

REFERENCES:

Developmental Test of Visual Perception - manual,
test booklet,
standardization monograph

TEST ANALYSIS

TITLE: DEVELOPMENTAL TEST OF VISUAL PERCEPTION Screening ☒ Verification ☒

ADDITIONAL INFORMATION:

There is an adapted manual available for administering *The Developmental Test of Visual Perception* to the deaf and non-English speaking child by use of gesture.

Examiner should not be a regular classroom teacher, unless:

1) the person receives adequate orientation to the test and its purpose.

2) can read and discuss the administration and scoring manual with a school psychologist,

3) administers 4 individual DTVP's to children of the same age level that the teacher would later be administering the test to,

4) administers the DTVP to one small group, for practice only,

5) proctors an exam given by an experienced administrator,

6) has a school psychologist available to him.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: August 1976

TEST ANALYSIS

TITLE: EARLY DETECTION INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: F.E. McGahan
Carolyn McGahan

Publisher: Learning Designs, Inc.
Publishers and Consultants
P.O. Box 310
Eureka Springs, Kansas 72632

Ordering Information:

Editor: Gloria M. Follett

Forms:

Copyright Date: 1973

Cost: Specimen set - $5.00; Manual - $4.00; Inventories (pkg. of 25) - $14.00

DESCRIPTIVE INFORMATION:

Purpose: "To facilitate the detection of potential academic underachievers and referral for diagnostic testing."

Age Range (CA): 3-6 yrs. MA: Grade Level:

Format:
Multi-page booklet which includes all 3 parts of the inventory as well as place for the child to copy the geometric shapes and draw a man.

Time Required: Untimed

Sub-Areas: Social-Emotional behavior
School readiness - verbal awareness, awareness of body image, awareness of direction and concept development
Motor development - fine and gross motor coordination, hand & eye preference
Personal history - family and social and medical history

Observational Information:
Information is recorded in the social emotional behavior section at the end of the inventory. A check list of positive and negative behaviors is provided for scoring the child in this area.

Personally Identifiable Information Required:

The inventory asks for a complete family, social and medical history. This is gathered from the parent whenever possible.

TEST ANALYSIS

TITLE: EARLY DETECTION INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, particularly learning disabled and others with possible perceptual handicaps.

Age Range (CA): 3-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
No special training is required, only familiarity with the inventory.

Other Persons Required: The manual provides information for establishing a diagnostic screening clinic; if such a clinic is set up, many additional persons will be required

Materials Required: (*items not provided in kit)

* 8 crayons - red, yellow, blue, green, orange, purple, blue, brown
* 13 pennies
* 1 each: nickel, dime, quarter
* 2 pencils
* Picture to be colored
* 6-inch cardboard square with 1 inch hole in the center
* Colored rubber bands

SCORING AND INTERPRETATION:

Procedure: Score 1, 2, or 3 as indicated on page 2, 3 and 8 of the inventory, 1 being the highest possible. Each point is described in relation to the items tested. An overall readiness score is given again 1-3.

Format:
Last pages of the inventory provide for an overall summary by items of the results.

Space for Recording Retest:
Inventory is in a non-resuable booklet which can become part of the child's permanent record.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: EARLY DETECTION INVENTORY Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-The inventory provides educational baseline information with which a potential individual program can be made, pending more thorough verification and diagnostic testing.

-The manual provides many ideas for curricular and programmatic consideration.

-Observations will provide information about how the child learns best.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Detecting Potential for Learning (inventory manual)
Early Detection Inventory - test booklet

TEST ANALYSIS

TITLE: EARLY DETECTION INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Parent may stay with the child during testing.

When the inventory is used in a screening clinic setting much of the medical or physical history of the child can be gathered through actual testing. (e.g. eye, and dental exam) otherwise this information must be gotten from existing records.

All questions to the child may be phrased and rephrased to get the maximum response possible.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: FARGO PRESCHOOL SCREENING TEST Screening [x] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:
Fargo Public Schools
Fargo, North Dakota 58102

Ordering Information:

Editor:

Forms:

Copyright Date:

Cost:

DESCRIPTIVE INFORMATION:

Purpose: To identify 4-year olds with potential learning problems.

Age Range (CA): 4 yrs. MA: Grade Level:

Format:

Child is asked to perform 42 tasks

Time Required: 15 minutes

Sub-Areas:

Associate skills	Motor skills
Math concepts	Sensory skills
Memory skills	Social responsiveness

Observational Information:

Notes should be made on the record form concerning any significant behaviors demonstrated during the testing session (shyness, hyperactivity, etc.). Speech patterns should be noted.

Personally Identifiable Information Required:

Child's name, address, phone number, sex, date of birth
Parent's name
Examiner's name

TEST ANALYSIS

TITLE: FARGO PRESCHOOL SCREENING TEST **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Preacademic skills

Disability Groups:

Learning disabled, Mentally retarded

Age Range (CA): 4 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be well acquainted with the instructions for administration, specific items and scoring criteria. A minimum of 5 practice tests should be given; a 3-hr. inservice on administration techniques is recommended.

Other Persons Required: Parent may be allowed in the test room only if child refuses to cooperate without him/her. Parent should sit behind and to the right of the child so as to be unable to give cues to the child.

Materials Required: (*items not provided in kit)

Demonstration cards
1-6½" x 9½" manila envelope
* 5 metal or plastic toy cars
* 10 poker chips or checkers, all the same color
* 1-5" x 5" square of white paper
* Stop watch or watch with a second hand

SCORING AND INTERPRETATION:

Procedure: Each item is judged correct, incorrect or refused by comparing the answer to the scoring criteria. A check mark is placed in the appropriate space. Raw score is total number correct which may be compared to norms.

Format: A Record Form is used to record the checks. Checks are made in parentheses provided.

Space for Recording Retest: Record Form is non-reusable. May be copied or duplicated.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: FARGO PRESCHOOL SCREENING TEST **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

- Child's overall score is used as an indication of his readiness for academic work.

- May provide input for prescriptive programming.

NORMATIVE DATA:

Sample Size: 422 children, 4 year old only

Population Descriptors Used:
Six designated Title I schools - 4 public and 2 parochial.
Area contained the highest unemployment, poorest housing, lowest income, least educated persons within the Fargo area.

TECHNICAL ASPECTS:

Reliability: With 422 children a correlation of .89 was found.

Validity: Content validity comes from the original items which were criterion referenced with respect to behavioral objectives.
Criterion validity - the Fargo correlates with the Stanford - Binet .66, Caldwell Preschool Inventory .72, Test of Basic Experience .73.

REFERENCES:

Fargo Preschool Screening Test -manual,
demonstration cards,
record form,
scoring criteria

TEST ANALYSIS

TITLE: FARGO PRESCHOOL SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: FIRST GRADE SCREENING TEST Screening ☑ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: John E. Pate, Ed.D.
Warren W. Webb, Ph.D.

Publisher:
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms: Male & Female test booklets

Copyright Date: 1966, 1969

Cost: Specimen set - $3.60, Manual - $2.70, Test booklets (pkg of 25) - $5.90

DESCRIPTIVE INFORMATION:

Purpose: To identify those children that will not adequately progress in first grade without special help.

Age Range (CA): MA: Grade Level: Kindergarten - Grade 1

Format: Each child is given a test booklet appropriate for his/her sex. One item is presented per page to lessen distractibility.

Time Required: Untimed, approximately 30-45 minutes. May be administered in two sessions to kindergarteners.

Sub-Areas:

Test covers visual perception, vocabulary, personal adjustment.

Observational Information:

None

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: FIRST GRADE SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Preacademic skills

Disability Groups:

Mildly impaired

Age Range (CA): **MA:** **Grade Level:** Kindergarten - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group, 15-25 children

Training Needed by Examiner: Thorough familiarity with test items and directions. May be administered by the classroom teacher.

Other Persons Required: Proctors may be used when testing large groups.

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Scoring criteria are provided for each item, examples of correct and incorrect drawings for first nine items is provided. Each correct response is worth one point, total points is the raw score which may be converted to a percentile rank.

Format: A scoring tab is provided in each test booklet. Conversion tables are in the manual. Cut-off scoress may be locally determined.

Space for Recording Retest:

Test booklet is non-reusable

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: FIRST GRADE SCREENING TEST — Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate the need for further evaluation.

- Will help prioritize children in need of specific services available on a limited basis.

- Will help the teacher group for instruction.

- May be used in parent conferences as concrete evidence of a problem.

NORMATIVE DATA:

Sample Size: Kindergarten - 3,258 children in 160 classes
First grade - 5,534 children in 248 classes

Population Descriptors Used:

Income level and occupational status were proportionate to the nation.

Children were from all regions in the U.S., with the exception of Southeast in the Kindergarten sample.

TECHNICAL ASPECTS: Additional studies are quoted in the manual.

Reliability: Test/Retest reliability after two and eight week periods correlated .84 and .82 respectively. Inter- and Intra-scorer reliability was .98.

Validity: Comparing child's FGST score with teacher ratings after mid-year found close correlations. Comparing the California Achievement Test and the FGST yields a correlation of .74.

REFERENCES:

First Grade Screening Test - manual,
male/female test booklets

TEST ANALYSIS

TITLE: FIRST GRADE SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Items which require the child to identify with a specific picture are provided with different pictures to enable the boy to identify with boys and a girl with girls.

Several items may be difficult for a teacher to score, since a child that judges him/herself to be clumsy is penalized, etc., which may lower a child's score incorrectly.

Scoring is negatively skewed to improve discrimination at the lower end.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: FUNCTIONAL PROFILE Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Allied Agencies Developmental Training Program

Publisher: Allied Agencies Center
320 East Armstrong Avenue
Peoria, IL 61603

Ordering Information: 0-3 Replication
Project Materials Coordinator
913 N. Western Avenue
Peoria, IL 61604

Editor:

Forms:

Copyright Date: 1974

Cost:

DESCRIPTIVE INFORMATION:

Purpose: To determine a child's functioning level in several curriculum areas.

Age Range (CA): 6 yr - birth MA: 0-6 yrs. Grade Level:

Format:

A checklist of developmental skills which results in a functioning level in each area assessed.

Time Required: Untimed

Sub-Areas:

Social
Cognitive-linguistic, verbal
Gross motor
Fine motor
Eating
Dressing
Toileting

Observational Information:

Entire measure is observational. Specific comments should be made on the profile concerning the child's behavior and performance, especially if it is suspected as deviating from his normal behavior.

Personally Identifiable Information Required:

Child's name and birthdate
Parent's name and address
Observer's name and date of observation

TEST ANALYSIS

TITLE: FUNCTIONAL PROFILE — Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All, particularly good for severe or profoundly handicapped individuals.

Age Range (CA): birth-6 yr **MA:** birth-6 yr.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with normal growth and learning patterns. Any person familiar with the child should administer the profile. Familiarity with items is required.

Other Persons Required:

Parent may be present to help administer items to the child, parent may also report on items not readily tested (e.g. rides trike).

Materials Required: (*items not provided in kit)

* Bell or noisemaker
* Set of Plastic keys
* Music box radio
* Common object picture book
* Small doll
* Hand mirror
* Set of action pictures
* 12 small colored cubes
* 12 small objects or pictures for categorization
* 2 small boxes with lids or cans
* 4 - 1 piece puzzles - circle, square triangle, rectangle, oval
* Eggbeater
* Small ball - 3" diameter
* 24 various shaped blocks
* Primary size crayons
* Pegboard abd large clothespin pegs
* Blunt scissors
* Large beads and string
* Training board or book of buttons, tieing, etc.
* Stacking rings

SCORING AND INTERPRETATION:

Procedure: Score a check in 'yes' or 'no' column depending upon whether the behavior is evident. Score a '?' in the No column if the skill is not consistent. Basal and ceiling levels are determined.

Format: Items are scored in the profile. Child is considered functioning at highest level at which more than ½ of the items are passed.

Space for Recording Retest:

Each re-evaluation of the child is done on the original form and dated.

Summary Sheet (graphic representation):

A profile is made of each testing. Age level in each sub-area is plotted.

TEST ANALYSIS

TITLE: FUNCTIONAL PROFILE

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Determines emergent behaviors which may indicate places to begin for programming.

- Determines gaps in child's learning.

- May give baseline information for development of present levels in conjunction with IEP (individualized educational plan) formulation.

- May help determine the child's progress due to teaching technique, etc.

- Determines a child's strengths and weaknesses.

NORMATIVE DATA: Criterion-referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

FUNCTIONAL PROFILE - guidelines, scoresheet

TEST ANALYSIS

TITLE: FUNCTIONAL PROFILE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: **HYPERACTIVE BEHAVIOR RATING SCALES**

BIBLIOGRAPHIC INFORMATION:

AUTHOR:

PUBLISHER: Fearon Publishers
6 Davis Drive
Belmont, CA 94002

COPYRIGHT DATE: 1974

FORMS: Set of 2 forms - *Parent and Teacher Rating Scale for Hyperactive Behavior ; Some Causes of Hyperactive Behavior in Children*

DESCRIPTIVE INFORMATION:

PURPOSE: "to provide a means whereby the parent and teacher can specify the hyperactive hehaviors that concern them and consider possible causes."

USE: Observational instrument for parents, teachers and consultants to help determine the best program for the child.

FORMAT: Parent and teacher rate the child on the "Rating Scale" and cite specific examples of the behavior. Behaviors are graded by comparing the behavior to that of a normal child of the same sex and age. Scoring is from 'less than most children' to 'very much more than most children'. Then speculations to the "Causes" of the behavior are made within categories of: Developmental Causes, Neurological Causes, Environmental Causes and Psychoeducational Causes. Specific behaviors within each category are marked as 'Don't Know','Unimportant', 'Somewhat Important' or 'Important'. Any item marked as Important should contain a detailed comment.

Additional Comments:

These rating scales are of best use when correlated with *The Psychoeducational Treatment of Hyperactive Children* (Robert E. Valett, Fearon Publishers, 1974).

TEST ANALYSIS

TITLE: HYPERACTIVE BEHAVIOR RATING SCALES Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Disability Groups:

Age Range (CA): MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Training Needed by Examiner:

Other Persons Required:

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure:

Format:

Space for Recording Retest:

Summary Sheet (graphic representation):

TEST ANALYSIS

TITLE: HYPERACTIVE BEHAVIOR RATING SCALES Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

NORMATIVE DATA:

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability:

Validity:

REFERENCES:

TEST ANALYSIS

TITLE: HYPERACTIVE BEHAVIOR RATING SCALES Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: KINDERGARTEN AUDITORY SCREENING TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Jack Katz, Ph.D.

Publisher:
Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Specimen set - $2.10, 33 1/3 rpm record and manual - $7.50
Student response booklet - (Pkg of 15) - $3.99.

DESCRIPTIVE INFORMATION:

Purpose: To determine a child's ability to interpret auditory information.

Age Range (CA): MA: Grade Level: Kindergarten - Grade 1

Format:

Child is asked to mark the picture that was named on the recording.

Time Required: 20 minutes

Sub-Areas:

Speech in environmental noise
Phonemic synthesis
Same/Different

Observational Information:

None

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: KINDERGARTEN AUDITORY SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Test should be administered prior to any formalized reading instructions.

Disability Groups:

Learning disabled, Mentally retarded, Hard of hearing

Age Range (CA): **MA:** Grade Level: Kindergarten - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual or small group (6-10 children)

Training Needed by Examiner:
Total administration is done by the recording.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

Kast record

SCORING AND INTERPRETATION:

Procedure: Each item is scored + or - and then totalled. Totals are then written into the grid provided to determine pass, fail or borderline for each sub-test. Scoring should take only a few minutes.

Format:
Scoresheet lists key word or picture for easy scoring. Summary inforamtion is transferred to a diagram of squares which indicates cut off scores by sub-area by shaded boxes (fail, borderline, or pass.)

Space for Recording Retest:

Student response booklet is non-reusable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: KINDERGARTEN AUDITORY SCREENING TEST Screening ☑ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- A child failing one sub-test should be considered as failing the entire test. Remedial and developmental work should be started within the regular classroom.

- A child failing two or more sub-tests should be referred for a comprehensive evaluation. Remedial work should be done in conjunction with a reading specialist.

NORMATIVE DATA:

Sample Size: 600

Population Descriptors Used:

5 states
Socio - economically balanced

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Kindergarten Auditory Screening Test - Sample teachers guide
Pupil response booklet

Preschool Test Matrix (CORRC, 1976)

TEST ANALYSIS

TITLE: KINDERGARTEN AUDITORY SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Auditory perception difficulties have been found to be higher in children from low SES and still higher in disadvantaged children from racial minority groups or bilingual homes.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: LANGUAGE STRUCTURED AUDITORY RETENTION SPAN TEST

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Luis Carlson

Publisher:
Academic Therapy Publications
1539 Fourth Street
San Rafael, CA 94901

Ordering Information:

Editor:

Forms: Form A, Form B

Copyright Date: 1973

Cost: Test manual - $4.50; Form A, or Form B (pkg. 25 each) - $3.50

DESCRIPTIVE INFORMATION:

Purpose: "To determine approximate length of language-structured communication which a testee may be able to retain long enough to have an opportunity to digest intellectually."

Age Range (CA): MA:3 yr 7 mo -adult Grade Level:

Format: LARS contains 58 sentences ranging in length from one word to those long enough to challenge the typical 18 yr. old. There are 2 sentences for each mental age year. Many sentences contain nonsense words or words above the child's vocabulary level. Testee is asked to repeat each sentence verbatim.

Time Required:
Untimed

Sub-Areas:
None

Observational Information:

Personally Identifiable Information Required:
Standard information. Child's mental age and/or IQ is helpful if available.

TEST ANALYSIS

TITLE: LANGUAGE STRUCTURED AUDITORY RETENTION SPAN TEST

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Language delayed, Hard of hearing, Specific learning disabled.

Age Range (CA): **MA:** 3 yr 7 mo - adult

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner must adhere carefully to the administration and scoring directions. Examiner should read sentences in a monotone voice. (See Additional Information)

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: A+, -, or ½ are given for each sentence repeated after the demonstration items. There may be no more than 4 ½'s, or uncertain marks, per test. All sentences containing a single bold faced word (word above the vocabulary level) is marked +. An adjusted CA is computed in order to compute a LARS quotient and mental age level.

Format:

Scoresheet contains each sentence and space for scoring information or other comments. Scores are recorded and computed on cover sheet.

Space for Recording Retest:

Test form is non-reusable. An alternate form may be used.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May aid in determining whether the child has retention difficulty which will interfere with his ability to learn new material.

- May aid in determining the level of difficulty which language structured materials should be for a specific child.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Language-Structured Auditory Retention Span Test - manual

TEST ANALYSIS

TITLE: LANGUAGE STRUCTURED AUDITORY RETENTION SPAN TEST Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

ADMINISTRATIVE CONSIDERATIONS: (Cont'd.)

Examiner should thoroughly practice reading the LARS sentences in order to avoid the following:

- changes - additions or omissions of any word,
- pronunciation other than the one intended, (cre-VASSE not CREvice)
- voice modulation
- dramatic pauses
- pauses or inflections which suggest punctuation, and
- changes in reading pace.

Difficulties which may hamper the results of a LARS administration

On the part of the testee:

- a medium-severe disability in sound discrimination
- emotionally or neurologically induced inability to maintain interest
- difficulty with auditory figure-ground
- inadequate English vocabulary for age
- more than one unfamiliar word in a sentence.

On the part of the examiner:

- speech markedly different from what the testee is accustomed to hearing.
- difficulty with voice modulation, dramatic pauses.

Persons who cannot overcome habits which make a significant portion of their speech unintelligible cannot be tested.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Katherine M. Banham, Ph.D.

Publisher:
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Ordering Information:

Editor:

Forms:

Copyright Date: 1959

Cost: Specimen set - $ .65; Manual - $ .60; Record forms (pkg. of 50) - $3.90

DESCRIPTIVE INFORMATION:

Purpose: "An aid for preliminary screening of children prior to or immediately upon entrance into first grade."

Age Range (CA): MA: Grade Level: Kindergarten - Grade 1

Format: Inventory consists of 25 behavior items that an "average, American six-year old about to enter first grade has accomplished.

Time Required: 15 minutes

Sub-Areas:

Bodily coordination
Eye/Hand coordination
Speech & Language comprehension
Personal independence
Social cooperation

Observational Information:
The inventory itself is an observation instrument, no additional data is compiled.

Personally Identifiable Information Required:
Child's name, school, teacher, birthdate

TEST ANALYSIS

TITLE: MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Pre-academic skills

Disability Groups:
Mildly handicapped

Age Range (CA): **MA:** **Grade Level:** Kindergarten - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be the regular classroom teacher or aide, familiarization with the item and scoring criteria is recommended.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
No specific materials are required since observation is to be made during the course of the day. All items should be observed without creating artificial situations.

SCORING AND INTERPRETATION:

Procedure: Examiner is to mark "yes" (1 pt.) or "no" (0 pt.) on the appropriate line for each item. Points are added up and are compared to the cut off scores. Inventory yields a total score for Maturity level. Items 6-15 yields a Readiness score.

Format: Score sheet contains all items to be administered or answered. Markings are made near each item. Totals are computed and added to this sheet.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Designed to be a quick screening to help teachers determine which children are mature enough to begin academic and reading instructions.

-May help identify children that are in need of an in-depth evaluation (medical, psychological, etc.).

NORMATIVE DATA:

Sample Size: 304 Kindergarten and 305 first grade children

Population Descriptors Used:
29 classes in public and private schools

TECHNICAL ASPECTS:

Reliability: Test/Retest scores showed a correlation of .53 for Kindergarten children and .69 for first graders with 6 months between testings.

Validity: Strong validity of test scores when compared to teacher's judgment of which children were mature enough to benefit from first grade instructions.

REFERENCES:

Maturity Level for School Entrance and Reading Readiness - Manual
Individual record checklist

TEST ANALYSIS

TITLE: MATURITY LEVEL FOR SCHOOL ENTRANCE AND READING READINESS

Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: MAXFIELD-BUCHHOLZ SCALE OF SOCIAL MATURITY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Kathryn E. Maxfield, Ph.D.
Sandra Buchholz, M.A.

Publisher:
American Foundation for the Blind
15 W. 16th Street
New York, N.Y. 10011

Ordering Information:

Editor:

Forms:

Copyright Date: 1957 (date of publication)

Cost: Specimen set - $2.00; Record forms - 10¢/copy; 25 copies - $1.50

DESCRIPTIVE INFORMATION:

Purpose: The scale is an inventory of social competencies of young blind children.

Age Range (CA): 0-6 yrs. MA: Grade Level: Preschool

Format: The scale may be used in an informant interview with the parent prior to additional diagnostic evaluation or class placement. Some items may lend themselves to direct observation of the child's performance.

Time Required: Untimed

Sub-Areas: Scale deals with items from the following areas:

Self-help - general	Communication
Self-help - dressing	Socialization
Self-help - eating	Locomotion
	Occupation

Observational Information:
The scale may be administered without the child being present. Space is allotted for observational notes, but in many instances it may be comments regarding the parents and not the child.

Personally Identifiable Information Required:
Child's name, address and birthdate
Informant's name and relationship to child
Recorder's name and agency
Visual information - cause, degree of loss, prognosis
Other information - additional handicaps, etc.

TEST ANALYSIS

TITLE: MAXFIELD-BUCHHOLZ SCALE OF SOCIAL MATURITY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Blind, visually impaired (minimal useful vision-child is functioning as a blind not a sighted child).

Age Range (CA): 0-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should have considerable experience with the psychological testing of small children and with diagnostic interviewing of both children and parents. Thorough familiarity with the Vineland.

Other Persons Required:
Informant, person that is familiar with the child's habitual performance.

Materials Required: (*items not provided in kit)
If direct observation is necessary, materials needed would be available in any nursery or preschool classroom (i.e., toys, scissors, children, adults, etc.)

SCORING AND INTERPRETATION:

Procedure: Credit of one point is given to a +, child meets criteria to pass the item. +F - child doesn't perform the task now but he has performed it previously; +N.O. - child would be able to perform the item with opportunity or removal of restraints (+N.O. receives ½ credit when in a group of minus scores) (See Additional Information.)

Format: Test booklet is arranged by age level. Individual items are scored and commented upon by each item. Composite scores by area and social age values, and quotients appear on the cover sheet.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: MAXFIELD-BUCHHOLZ SCALE OF SOCIAL MATURITY Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-May aid in developing a child's Individualized Education Plan.

-May aid in determining a child's functioning level or outline in which areas the child is having difficulties.

-May help parents understand the social competencies necessary for the child to develop into an independent person, thus helping the parent to minimize his over-protectiveness or over-reaction to the child.

NORMATIVE DATA:

Sample Size: 398

Population Descriptors Used:
Children were mostly from the North and Mid-Atlantic States with a lesser number from the North Central States.

605 testings were used; each of the children were evaluated on the average of two times.

TECHNICAL ASPECTS:

Reliability: No Data Available

Validity: It is assumed that the Scale has validity by virtue of its creation procedures and by retaining items that were in the middle range of the thirtieth percentile for each age group when the scale was normed.

REFERENCES:

Social Maturity Scale for Blind Preschool Children: A Guide to its Use

TEST ANALYSIS

TITLE: MAXFIELD-BUCHHOLZ SCALE OF SOCIAL MATURITY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Scoring - PROCEDURE:

± means that the skill is in transition, receives ½ credit, -, fails, receives points. All +'s are totalled by age levels and converted to Social Age values and then to a Social Quotient.

It is recommended that the Scale be administered every six months for the first two years and every nine to twelve months thereafter to get a more accurate picture of the child.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: MOTOR FREE VISUAL PERCEPTION TEST Screening [x] Verification [x]

BIBLIOGRAPHIC INFORMATION:

Author: Ronald D. Colarusso, Ed.D.
Donald D. Hammill, Ed.D.

Publisher:
Academic Therapy Publications
1539 Fourth Street
San Rafael, CA 94901

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Manual - $3.50; Test plates - $12.50; Score sheets (pad of 25) - $1.50

DESCRIPTIVE INFORMATION:

Purpose:
Designed to test a child's visual perception ability regardless of motor involvement.

Age Range (CA): 5-7 yrs. MA: Grade Level:

Format:
Child is presented 36 items, one at a time each with multiple choice answers. The child then indicates by 'pointing' which answer is correct.

Time Required: Untimed, usually takes 10 minutes.

Sub-Areas:

Spatial relationships	Figure-Ground	Visual memory
Visual discrimination	Visual closure	

Observational Information:

Scoresheet was not available for review

Personally Identifiable Information Required:

Scoresheet was not available for review

TEST ANALYSIS

TITLE: MOTOR FREE VISUAL PRECEPTUAL TEST Screening [x] Verification [x]

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Physically handicapped, Learning disabled, Mentally retarded

Age Range (CA): 5-7 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:

May be used with no special training by a classroom teacher, psychologist or education specialist.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Test plates

SCORING AND INTERPRETATION:

Procedure: Each item is scored upon administration. The child's response is is circled on the scoresheet. All correct responses are totaled for a raw score and converted to perceptual age and quotient by comparison to a table.

Format:

Scoresheet was not available for review.

Space for Recording Retest:

Scoresheet was not available for review.

Summary Sheet (graphic representation):

Scoresheet was not available for review.

TEST ANALYSIS

TITLE: MOTOR FREE VISUAL PERCEPTION TEST Screening [X] Verification [X]

IMPLICATIONS FOR PROGRAMMING:

- May identify children with visual-perceptual difficulties that are interfering with academic education.

- Bibliography recommends several sources for the educator to use in order to remediate the child's difficulty.

NORMATIVE DATA:

Sample Size: 881 children, age 4-8 years.

Population Descriptors Used:
Sample was an unselected sample of normal children (those without mental retardation or sensory handicaps). Children were from 22 states (including PA) of all races, economic level and residences (urban, rural, suburban).

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 162 children pre-and post-tested twenty days apart had a correlation of .81. Consistency of content found by odd-even (split half) reliability had a correlation of .88. Homogeneity or inter-item consistently had a correlation of .86.

Validity: Moderately high correlations were found between the MVPT and other tests of visual motor functioning (.73 with Frostig). Low correlations were found between the MVPT and achievement and intelligence tests. Rise in scores appeared in accordance with a rise in age.

REFERENCES:

Motor-Free Visual Perception Test - manual

TEST ANALYSIS

TITLE: MOTOR FREE VISUAL PERCEPTION TEST Screening [X] Verification [X]

ADDITIONAL INFORMATION:

May be used with 8-year olds that are suspect of having a visual perception problem.

Test results from 4-year old children should be interpreted with caution.

Scores below 10 should be interpreted with care.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: September 1976

TEST ANALYSIS

TITLE: MOTOR PROBLEMS INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Glyndon D. Riley, Ph.D.

Publisher: Western Psychological Services
Publishers and Distributors
12031 Wilshire Blvd.
Los Angeles, CA 90025

Ordering Information:

Editor:

Forms:

Copyright Date: 1972

Cost: Manual - $2.50; Record forms (pad of 100) - $8.50; Kit - $9.50

DESCRIPTIVE INFORMATION:

Purpose: To measure the motor component as a factor in any related syndrome; to provide an observation system for non-medical personnel to use in determining the need for referral for neurological testing.

Age Range (CA): MA: Grade Level: Preschool - Grade 5

Format: Child is presented with various motor exercises both verbally and by demonstration.

Time Required: 5-10 minutes, longer for the more difficult child.

Sub-Areas:

- Small muscle coordination
- Laterality
- Gross motor coordination
- General observations

Observational Information:
In the area of "General Observation", the child's behavior is formally rated in the areas of hyperactivity, preservation, reading, and writing skills. Teacher and parent comments are advised to be considered prior to making recommendations.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: MOTOR PROBLEMS INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Ability to follow directions and to perform motor tasks

Disability Groups:
Aphasic, Speech impaired, Language delayed, Suspected brain injured or learning disabled.

Age Range (CA): **MA:** **Grade Level:** Preschool - Grade 5

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Usually administered by a speech or language clinician, psychologist or pediatrician. Additional training is not necessary but good observational skills are necessary.

Other Persons Required:

Materials Required: (*items not provided in kit)
* 3 sheets of unlined 8½" x 11" paper
* Primary sized crayon for children age 5 or below; pencil for children age 6 and over
* Stopwatch

Must be administered in a distraction free environment; preferably a small room with 20 feet to perform large muscle activities.

SCORING AND INTERPRETATION:

Procedure: Child is scored as having "no problem" - 0 pt., "some problem" - 1 pt., or "much problem" - 2 pt. for each item tested. Specific criteria are to be met for each response along with the examiner's observations. All points are circled and totalled for comparison to a norm table.

Format:
Scoring is done directly on the Record Form. All scoring instructions and criteria appear on this form.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: MOTOR PROBLEMS INVENTORY Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-A low score (as compared to the child's age group in the norm reference table) will indicate the need for a referral to a language diagnostician or for a medical examination.

-By identifying the degree of motor involvement in certain speech problems, a therapy program can be designed to meet the child's real needs (e.g. a child with a stuttering problem may need a program designed to alleviate the emotional problems causing his stuttering while another child with the same problem may need a program in receptive language training.)

-The pattern of a child's response may provide information regarding the child's specific educational needs.

-A caution is made that any child scoring in the significant or severe problem range would require his motor needs to be considered in any educational decision.

NORMATIVE DATA:

Sample Size: 209 children (30 preschoolers, 41 kindergarteners, 60 first graders, 39 third graders, 39 fifth graders).

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability with 24 children from 5 to 11 years old retested between 3 weeks and 4 months yields a coefficient of .77. Interscorer reliability provided a coefficient of .91 when 15 clinicians were shown 5 videotaped test sessions.

Validity: The MPI has successfully identified children needing further neurological evaluation within Head Start programs. Compared to the Bender Gestalt Visual Motor Test a coefficient of .62 was found. Comparison also shows that the MPI large muscle coordination was not significantly related. MPI compared to Human Figure Drawing Test showed significant relation of .74.

REFERENCES:

Motor Problems Inventory - Manual

TEST ANALYSIS

TITLE: MOTOR PROBLEMS INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

This test can be used to screen for gross or fine motor difficulties. The manual states which test items would be applicable.

Manual is very easily understood.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1976

TEST ANALYSIS

TITLE: NORTHWESTERN SYNTAX SCREENING TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Laura Lee, Ph.D.

Publisher:
Northwestern University Press
619 Clark Street
Evanston, Illinois 60201

Ordering Information:

Editor:

Forms:

Copyright Date: 1969

Cost:

DESCRIPTIVE INFORMATION:

Purpose: To provide rough screening for the syntactical (grammatical) structure of language, both expressive and receptive. Best used in conjunction with other speech and language tests (articualtion, vocabulary comprehension, etc.)

Age Range (CA) 3 yr-7yr.11mo MA: Grade Level:

Format: Receptive: Child is presented 4 line drawings per page and asked to point to the appropriate picture after the examiner says a descriptive sentence about two. Child will identify two/four.
Expressive: Child is asked to repeat the examiner's sentence and indicate the correct picture. No distracter items are used.

Time Required: Untimed

Sub-Areas:
Receptive language
Expressive language

Observational Information:
Small space for overall comments is provided on the Record Form.

Personally Identifiable Information Required:
Standard information and Mother and Father's occupations, examiner's name and test location.

TEST ANALYSIS

TITLE: NORTHWESTERN SYNTAX SCREENING TEST Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
The child being tested should be able to speak in sentences of 4-5 words or be able to repeat such short sentences.

Disability Groups:
All. Especially useful with language impaired or delayed children.

Age Range (CA)3yr-7yr.11mo.MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner must be familiar with the questions although they can be read from the record form. Clear precise speech is mandatory.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: Score 1 for each correct item, 0 for an incorrect item. Expressive items must be verbatim or only insignificant alteration with grammatical correctness intact to be correct. Any alterations in expressive items should be recorded by crossing out/or writing in the word(s) used.

Format:
Record Form has each sentence required printed on it with asterisks to indicate to the examiner to ask that question first.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None. Although comparison to percentile rankings can be made and recorded on the Record Form.

TEST ANALYSIS

TITLE: NORTHWESTERN SYNTAX SCREENING TEST Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Any child scoring at or below the 10th percentile should be considered for a remedial program.

-By altering the sentences to what the child says if not verbatim on the expressive section then it may provide information on specific grammatical areas to work upon.

NORMATIVE DATA:

Sample Size: 242 age 3yr. to 7yr.11mo.; 111 boys and 131 girls

Population Descriptors Used:
Middle-upper middle income
Homes where a Standard American dialect was spoken

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Northwestern Syntax Screening Test

TEST ANALYSIS

TITLE: NORTHWESTERN SYNTAX SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: OCHLOCKNEE FIVE YEAR OLD SCREENING TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:

Ordering Information:
Southwest Georgia Program for Exceptional Children
P.O. Box 110A
Ocholocknee, GA 31773

Editor:

Forms:

Copyright Date:

Cost: Free. Test was developed under Title VI-C, PL 230, Early Childhood Education for the Handicapped

DESCRIPTIVE INFORMATION:

Purpose: To quickly assess a child for school and academic readiness.

Age Range (CA): 5 years MA: Grade Level:

Format:
Child is asked to perform varying tasks in varying areas.

Time Required: Untimed

Sub-Areas:

Language
Cognitive
Motor
Social Self-help

Observational Information:

Information as to dominant eye, hand and foot is required. Notes about scores may also be added.

Personally Identifiable Information Required:
Name, address, birthdate, age of child
Name of referral source and reason
Parents' names
Examiner's name

TEST ANALYSIS

TITLE: OCHLOCKNEE FIVE YEAR OLD SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Preacademic skills

Disability Groups:

Mild impairments in any area

Age Range (CA): 5 years **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: No specific training is required, the classroom teacher could easily administer this test.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

2-3 picture story
shape sheet
10 pictures of objects
* Red, yellow, blue blocks
* 4 objects (buttons, beads, small toys, etc.)
* 1 each - penny, nickel, dime
* Comb
* Small ball
* Stairs

SCORING AND INTERPRETATION:

Procedure: A + is marked if the child performs the task, a - if he cannot perform the item. Passes and failures are totalled for each area in addition to totals for all areas.

Format: Individual test items are scored along side each item description. Totals by sub-areas correct and incorrect are made on the cover sheet.

Space for Recording Retest:

None. May be useful for pre-post testing.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: OCHLOCKNEE FIVE YEAR OLD SCREENING TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May help identify a child that is not ready for academic work.

- May help identify mildly handicapped children (M.R., L.D.) for further evaluation.

- May aid the teacher at the beginning or end of the school to determine the child's present level and his progress from that point.

- May help to homogeneously group children for specific areas (i.e., language).

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Ochlocknee Five Year Old Screening Test

TEST ANALYSIS

TITLE: OCHLOCKNEE FIVE YEAR OLD SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1976

TEST ANALYSIS

TITLE: PARENT READINESS EVALUATION OF PRESCHOOLERS Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: A. Edward Ahr, Ed.D.

Publisher:
Priority Innovations, Inc.
P.O. Box 792
Skokie, ILL 60076

Ordering Information:

Editor:

Forms:

Copyright Date: 1968

Cost: Specimen set - $2.40; price decreases with quantities

DESCRIPTIVE INFORMATION:

Purpose: To determine the child's strengths and weaknesses in prerequisite skills for formal learning.

Age Range (CA): 3yr.9mo. - 5yr.8mo. MA: Grade Level:

Format:
Child is asked to perform specific tasks in a picture booklet.

Time Required: 30-45 minutes for each of two seesions

Sub-Areas: Verbal Section - general information, comprehension, opposites, identification, verbal association, verbal description, listening and language.
Performance Section - concepts, motor coordination, visual motor association, visual interpretation, auditory and visual memory.

Observational Information:
It is assumed that the parent administering the test is well acquainted with his/her child's behavior, therefore no additional space is provided for comments.

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: PARENT READINESS EVALUATION OF PRESCHOOLERS Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Skills are appropriate to any person having attained a mental age of at least 3 yr. 9 mo.

Disability Groups:
All

Age Range (CA): 3yr.9mo. - **MA:** 5yr.8mo.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Parent is given specific instruction regarding administration and scoring. Familiarity with the test is recommended prior to administration.

Other Persons Required:
None

Materials Required: (*items not provided in kit)

* For the identification subtest of the Verbal Section:
  a ring, comb, penny, spoon, clothespin, button (1" diameter), pencil, ball, key, rubber band, dark colored sock or bag.

* For the verbal discrimination subtest of the Verbal Section:
  a sheet of white ruled paper previously cut into a triangle, a banana, a transparent round drinking glass, a square or rectangular piece of unwrapped bubble gum.

* Stopwatch or watch with a second hand.

SCORING AND INTERPRETATION:

Procedure: Score 1 point unless otherwise specified for each item answered correctly. Total points for each subtest and for all subtests within a subsection. Multiply all performance scores by 2 as indicated.

Format: Individual subtest scoring is done within the test manual on the page of directions for the parent for that area. Additional recording is done on the face sheet for easier comparison with the norms table.

Space for Recording Retest:
None. Test Booklet is non-reuseable.

Summary Sheet (graphic representation):
None, other than face sheet where all scores appear.

TEST ANALYSIS

TITLE: PARENT READINESS EVALUATION OF PRESCHOOLERS **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-Since this is a test administered by a child's own parents, the results and comparison of these results to the normative table will indicate the child's strengths and weaknesses. The test manual recommends, if the child tested is found to be below average, the parent is recommended to consult the parent handbook entitled "Developing Your Child's Skills and Abilities at Home." (Available from Priority Innovations, Inc. at $2.25/specimen copy.)

-It is hoped that a parent who discovers his/her child to be far below average would go to the school or clinic for more specific testing or remediation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Parent Readiness Evaluation of Preschoolers (PREP) - Manual
Test booklet

TEST ANALYSIS

TITLE: PARENT READINESS EVALUATION OF PRESCHOOLERS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The test is to be administered in a quiet room, devoid of distractions with only the parent and child present. It should be a time when no other demands will be placed on the parent.

The parent is cautioned that the Test Results are Only As Reliable As The Person Administering The Test.

Parents are given the opportunity to send the raw scores for all subtests to Priority Innovations, Inc. for its personnel to compare to the norms and indicate whether the performance is average, above or below average. This service is available for $ .50.

Explanations for administration and scoring are precisely given.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: PENNSYLVANIA PRESCHOOL INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Russell A. Dusewicz, Ph.D.

Publisher:
PA State Department of Education, Box 911
Harrisburg, PA 17126

Ordering Information:

Editor:

Forms:

Copyright Date:

Cost:

DESCRIPTIVE INFORMATION:

Purpose: To assess cognitive development in a preschool child that is culturally disadvantaged.

Age Range (CA): 3-6 yrs. MA: Grade Level:

Format: Test contains 61 items in 6 different areas. All item stimuli are in the form of line drawings. Child must point to the correct answer.

Time Required: 15 minutes

Sub-Areas:

- Passive vocabulary
- Complementary relationships
- Non-complementary relationships
- Number concepts
- Verbal analogies
- Awareness of self

Observational Information:

Space for comments is available on the score sheet. Comments should be made that are relevant to the child's performance, any detrimental influences occurring during testing, and the child's behavior and attitude during testing.

Personally Identifiable Information Required:

- Child's name, sex, age in months, birthdate
- School district, home school
- Examiner's name
- Dominant language of the child

TEST ANALYSIS

TITLE: PENNSYLVANIA PRESCHOOL INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Knowledge of numbers

Disability Groups:

Culturally disadvantaged, Mildly retarded, Hearing impaired

Age Range (CA): 3-6 yrs, **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be familiar with the test items and manual. May be the classroom teacher or teacher-aide.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Test plates

SCORING AND INTERPRETATION:

Procedure: Indicate on score sheet, child's answer at time of testing, compare answer to answer key. Raw score may be interpreted as a percentile.

Format: Scoresheet and Answer Key

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: PENNSYLVANIA PRESCHOOL INVENTORY Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May indicate a need for further evaluation.
- May aid the teacher when grouping for instruction.

NORMATIVE DATA:

Sample Size: 3,088 children

Population Descriptors Used:

Children were in Title I programs in various school districts in Pennsylvania.

TECHNICAL ASPECTS:

Reliability: With 85 nursery school children, a correlation of .93 was found. Test/Retest reliability was in the range of .62 - .90, a median in the .80's.

Validity: With 68 children tested on all four measures, both with the PPI correlated as follows and the Slosson Intelligence Test (.86), Stanford-Binet (.90) and the Peabody Picture Vocabulary Test (.91).

REFERENCES:

Pennsylvania Preschool Inventory - manual,
scoresheet,
answer key
test plates

Preliminary Standardization Analysis - Dr. Ralph G. Anttonen, Gail Broome, Patricia Rankin

"A Preschool Measure of Cognitive Function" - Russell Dusewicz

TEST ANALYSIS

TITLE: PENNSYLVANIA PRESCHOOL INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Many items have low discrimination across age groups.

Many items are difficult to determine, which picture is the correct response due to poor art work or multiple possibilities. Some objects pictured would not be familiar to a culturally deprived child or a child from an urban area (e.g., pictures of telephone poles.)

Author's monograph states that the PPI may serve as a potential substitute for the Stanford-Binet, but more data is needed to validate this assumption.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: PENNSYLVANIA TRAINING MODEL: INDIVIDUAL ASSESSMENT GUIDE

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: M. Ellen Somerton-Fair
Keith D. Turner, Ph.D.

Publisher:
Pennsylvania Department of Education
Harrisburg, PA 17126

Ordering Information: Council for Council for Exceptional Children
1920 Association Drive
Reston, VA 22070

Editor:

Forms:

Copyright Date:

Cost: $2.00

Availability:

DESCRIPTIVE INFORMATION:

Purpose: Designed to assist teachers in the development of individualized educational programs.

Age Range (CA): MA: Grade Level:

Format: The Pa. Training Model is concerned with a 3-part process. 1) Curriculum assessment guide which is a gross screening instrument to assess major areas to assist the teacher with the development of instructional goals; 2) competency checklist which is designed to specifically assess a person's compentency in a specific curriculum area; and 3) individual prescriptive planning sheet which is an analysis of a person's educational program by curriculum areas.

Time Required:

Sub-Areas:

Observational Information:

Personally Identifiable Information Required:

TEST ANALYSIS

TITLE: PENNSYLVANIA TRAINING MODEL: INDIVIDUAL ASSESSMENT GUIDE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Disability Groups: Severely, Profoundly retarded, Multi-handicapped

Age Range (CA): MA:

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Training Needed by Examiner:

Other Persons Required:

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure:

Format:

Space for Recording Retest:

Summary Sheet (graphic representation):

TEST ANALYSIS

TITLE: PENNSYLVANIA TRAINING MODEL: INDIVIDUAL ASSESSMENT GUIDE

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

- When the PA Training Model is used correctly, the result is a comprehensive Individualed Education Plan (IEP) for the individual, with present level goals, behavioral objectives and task analyses. Teaching methods must be derived from among the curricula available for the goal.

NORMATIVE DATA:

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability:

Validity:

REFERENCES:

TEST ANALYSIS

TITLE: PENNSYLVANIA TRAINING MODEL: INDIVIDUAL ASSESSMENT GUIDE

Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1976

TEST ANALYSIS

TITLE: PHOTO ARTICULATION TEST Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Kathleen Pendergest, Stanley E. Dickey, John W. Selmar, Anton L. Soder

Publisher:
Interstate Printers & Publishers
19-27 North Jackson Street
Danville, Illinois 61832

Ordering Information:

Editor:

Forms:

Copyright Date: 1969

Cost: Test kit - $12.95

DESCRIPTIVE INFORMATION:

Purpose: To provide a total picture of a child's articulation of all consonants, vowels and common blends within the initial, medial and final positions as well as in isolation. The PAT also provides a tool to enable decisions to be made concerning the necessity of speech therapy.

Age Range (CA): 3-12 yrs. MA: Grade Level:

Format: Seventy-two color photographs presented nine to a page. The first sixty-nine pictures test all consonants and all but one vowel and dipthong. Questions as well as the use of a story are asked to elicit several responses.

Time Required: Administering a complete PAT will vary in time with the age of the child and the articulation problem involved. The manual claims that the administration of the photographs only will take 5 minutes or less.

Sub-Areas:

Tongue, Lip, Vowel } Sounds

Observational Information:

Problems in positioning the tongue, etc. are noted in the COMMENTS column on the answer form.

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: PHOTO ARTICULATION TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Speech of a semi-intelligible quality.

Disability Groups: All, identification of the pictures can be made by the examiner with the child repeating the word for test purposes. The deck of individual test cards is recommended to be used with children with visual impairments and perceptual problems.

Age Range (CA): 3-12 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner must be well acquainted with the test procedures and order of questions. Must possess a knowledge of phonetic symbols to record articulation responses quickly.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
All items are provided in the kit.
* A quiet room is a must.

SCORING AND INTERPRETATION:

Procedure: All errors are recorded phonetically on the response sheet (no mark = no error; - = omission; level D1,2,3 = distortion; phonetic symbol = substitution), circle all errors corrected with words from the supplementary word list, or in isolation, count total of errors and compare to norm tables.

Format: Scoresheet contains each sound and picture words in order of presentation. Necessary marks are made in appropriate column for initial, medial or final sounds.

Space for Recording Retest: Further testing with the supplementary word list can be recorded on the same response form. Each complete PAT is scored on a separate recording sheet.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: PHOTO ARTICULATION TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Can provide information for the need of speech therapy or remedial work.

NORMATIVE DATA:

Sample Size: Initial photographs were tested with 500 children of all ages and socioeconomic backgrounds in the Seattle Public Schools. Revision was used by 3,000 elementary school children (50 at each age level).

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: Test Retest reliablility - .991 determined by testing 100 children of the Seattle Public Schools.

Validity: 100 children were tested with the PAT, Bryngelson-Glaspe (B-G), Templin-Darley (T-D) comparable item testing yielded coefficients of: .984 - PAT and B-G; .975 - PAT and T-D. Testing with the entire tests yields coefficients of: .974 - PAT and B-G; and .815 PAT and T-D.

REFERENCES:

Photo Articulation Test - Manual

TEST ANALYSIS

TITLE: PHOTO ARTICULATION TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The PAT can be used as a screening instrument by omitting the testing of medial sounds. With this method less than 1% of the sound errors would be missed and most of those would be mispronunciation not misarticulation.

Entire testing procedures includes:

1. The Photo Articulation Test - photographs
2. Supplementary Word List - to provide further information
3. Sounds in isolation
4. Use of the Individual Test Cards

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: PORCH INDEX OF COMMUNICATIVE ABILITY IN CHILDREN

Screening ☐ Verification ☑

BIBLIOGRAPHIC INFORMATION:

Author: Bruce E. Porch, Ph.D.

Publisher: Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Ordering Information:

Editor:

Forms:

Copyright Date: 1974

Cost: Complete test kit - $52.50, Manual - $7,50, Test format booklet - $5.00; Stimulus cards (set of 50) - $8.00; Profiles or test sheets (pads of 50) - $2.50 each.

DESCRIPTIVE INFORMATION:

Purpose: "To quantify a subject's level of ability on common communicative tasks"

Age Range (CA): MA: Grade Level: Preschool - Grade 6
Useful for older persons functioning within these grade levels.

Format: A preschool child is asked to respond verbally, gesturally and graphically to 15 sub-tests centered around 10 common objects. An advanced battery containing 20 sub-tests is given to a person functioning at or above the 1st grade level

Time Required: Approximately 1 hour, testing may be done in stages if necessary.

Sub-Areas: Basic battery for young children

Verbal-Function	Verbal-Naming
Gestural-Function	Verbal-Completion
Auditory-Function	Reading-Names

(See Additional Information for Advanced Battery additions)

Observational Information: Deviations from standard test conditions are noted under Conditions on the score sheet. Under Descriptions notes should be made concerning any unusual or pertinent characteristics, including anxiety, visual problems, handedness, psychological or physical problems and any corrective devices the child may use. (hearing aid, glasses, etc.)

Personally Identifiable Information Required:

Child's name, age, birthdate
School and grade
Date of test administration, number administered to the child to date, examiner's initials.

TEST ANALYSIS

TITLE: PORCH INDEX OF COMMUNICATIVE ABILITY IN CHILDREN

Screening ☐ Verification ☒

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Aphasic

Age Range (CA): **MA: GRADE LEVEL:** Preschool - Grade 6

May be used with older persons functioning at this level.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be well trained, thoroughly familiar with scoring method and manual Practice administering the PICAC and scoring it until all scoring categories are memorized. Test at least 10 children with varying degrees of communicative involvement under supervision.

Other Persons Required:

An observer may be in the test room, but this must be noted on the score sheet under conditions.

Materials Required: (*items not provided in kit)

Test format booklet
2 each - comb, crayon, fork, key, penny, ring, scissors,spoon, toothbrush
Stimulus cards
* Felt tip pen
* Watch or clock
* Large desk blotter

SCORING AND INTERPRETATION:

Procedure: After the child responds verbally, gesturally or graphically to an item, the examiner must determine the proper score from 16 possibilities (from complex to no response). Means for each sub-test, sub-area, response level, visual & auditory ability and communcative level are computed.

Format:

Scoresheet has 10 cells (one for each object) for each sub-test. Score numbers are entered in the proper cells. Means are also entered on the score sheet.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Profile sheet is used for each test given, multiple profiles may be made on one sheet for comparisons. Means of each sub-test are plotted.

TEST ANALYSIS

TITLE: PORCH INDEX OF COMMUNCATIVE ABILITY IN CHILDREN

Screening ☐ Verification ☒

IMPLICATIONS FOR PROGRAMMING:

- Means of Establishing a baseline for a child's communicative abilities.
- Means of comparing the child to a group for educational programming.
- Means of comparing the child to himself to measure change over time.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Porch Index of Communicative Ability in Children- manual(Vol. II)
test format

TEST ANALYSIS

TITLE: PORCH INDEX OF COMMUNICATIVE ABILITY IN CHILDREN

Screening ☐ Verification ☑

ADDITIONAL INFORMATION:

Additions to sub-tests for Advanced Battery:

Reading-Function	Auditory-Commands	Graphic-Copying
Verbal -Description	Visual-Pictures	Graphic-Geometric shapes
Reading-Backwards	Auditory-Names	
Graphic-Function	Verbal-Imitation	
Graphic-Names	Visual-Matching	
Graphic-Drawing	Graphic-Dictating	
Graphic-Copying	Graphic-Spelling	

Visual-Matching and Graphic-Geometric Shapes are not included in the Advanced Battery.

Scoring system is highly complex but yields important information for the clinician.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Alfred D. DiNola, Allan E. Sternfeld, Bernard P. Kaminsky

Publisher: Educational Performance Associates

Ordering Information: Reporting Service for Children, 563 Westview Avenue, Ridgefield, N.J. 07657

Editor:

Forms:

Copyright Date: 1970

Cost: Class Kit (1 manual, 25 record booklets) - $20.00; Specimen set - $4.50

DESCRIPTIVE INFORMATION:

Purpose: To help identify a child's behaviors as he interacts with his environment; to allow a teacher to see the child's areas of deficiency and/or readiness for learning.

Age Range (CA): MA: Grade Level: Preschool - Kindergarten

Format: Teacher must observe and evaluate the child in accordance with the 6 scaled answers for each specific item. There are 3 major areas, divided into 10 topics, which have 5 specific items in each.

Time Required: Untimed

Sub-Areas: Social - interpersonal relations, emotional behavior, safety
Intellectual - communications, basic concepts, perceptual development, imagination, creative experience
Physical - self-help, gross motor skills, fine visual motor skills

Observational Information:
The total instrument is observational and should be completed from an objective viewpoint. Any additional handicaps or emotional problems should be noted in the section marked COMMENTS.

Personally Identifiable Information Required:
Standard information is compiled on the Major Areas Chart which contains the child's profile. A Progress Report folder may be used to show a child's progress over several years.

TEST ANALYSIS

TITLE: PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to independently move from situation to situation

Disability Groups:

May be successfully used with children that are mainstreamed into "normal" school programs

Age Range (CA): **MA:** **Grade Level:** Preschool - Kindergarten

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: The observer should be a trained professional in educating young children. If an informant is used for any item, this person too should be a trained professional.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Observation should be of the child's behavior in the usual classroom setting, no specific materials are required as in a structured test situation. If specific items deal with equipment or materials not readily available to the classroom, an X is marked as the score for the item meaning that the item was not evaluated (See Scoring).

SCORING AND INTERPRETATION:

Procedure: Each specific item within a topic is rated by the observer with the use of the scaled responses provided within the record booklet. Scores go from 0 - negative or no response, to 6 - a level just above the preschool, kindergarten level of performance. (See Additional Information)

Format: Each individual item is recorded with the number of the descriptive statement that best describes the child's behavior. This is marked on the space by that item. Arrows are provided to indicate where total scores should be recorded within the major area and on the major areas chart.

Space for Recording Retest:

Each observation should use a different record booklet although it may be interesting to compare pre- and post-testing in one booklet. A Progress report folder may be obtained to record multiple groups of data for one child.

Summary Sheet (graphic representation):

The major areas Chart is provided as an aid to graphically represent the Progress Report folder.

TEST ANALYSIS

TITLE: PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Aid with determining a child's present level of functioning for the development of the child's individualized education plan (IEP).

-May help identify a child that is having mild to severe problems to help the teacher to identify the proper curriculum to use with him.

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Preschool & Kindergarten Performance Profile - Teacher's manual
Record booklet

TEST ANALYSIS

TITLE: PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Scoring procedure (cont'd):

Each topic area and each major area is totalled which results in a Performance Level (PL) which can be converted into a Performance Index (PI) to help the teacher compare the child's progress to himself at a later date. Note: An X rating is given if the item cannot be observed and a reliable informant (not a parent, etc.) cannot be found. All "X" scores are totalled and recorded.

Authors add that all terms have no special meanings other than those found in competent dictionaries.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: August 1976

TEST ANALYSIS

TITLE: PRESCHOOL ATTAINMENT RECORD (RESEARCH EDITION) Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Edgar A. Doll, Ph.D.

Publisher:
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minn. 55014

Ordering Information:

Editor:

Forms:

Copyright Date: 1966

Cost: Manual - $1.60; Record blanks (pkg of 25) - $2.90; Specimen set - $1.85.

Availability:

DESCRIPTIVE INFORMATION:

Purpose: To provide an assessment of children not readily accessible to direct examination due to sensory impairments, neuromuscular handicaps, speech and language difficulties, emotional disturbance, resistance or cultural differences which reflect environmental problems.

Age Range (CA): 6 mo-7 yr. MA: Grade Level:

Format: Descriptive informative questions are asked of an informant that is knowledgeable of the child's habitual behavior. Data is summarized within the appropriate item for future reference.

Time Required: 20-30 minutes.

Sub-Areas:

Ambulation	Communication	Ideation
Manipulation	Responsibility	Creativity
Rapport	Information	

Observational Information: Some actual observation of the child may be done to confirm the report of the informant, this is not necessary for completion of the test, but is desirable.

Personally Identifiable Information Required:

Standard information including any related influences to the child's behavior - enviornment, parental occupation, siblings or other persons in the home. Includes summary of handicaps the child may have.

TEST ANALYSIS

TITLE: PRESCHOOL ATTAINMENT RECORD Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

All

Age Range (CA): 6 mo - 7 yr **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Familiarity with the item definitions and interview format is essential. May be administered by a teacher or para-professional.

Other Persons Required:
An informant is required. (Parent or Attendent of the child).

Materials Required: (*Items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: Long Form: mark + for meet item criteria; - for unsatisfactory or not well established behavior; and ± for intermittant or marginal behavior. (1 pt. for +; ½ pt. for ±); Count all items successfully passed in all categories to attain a raw score. (See Additional Information)

Format:

Each item is scored in the column marked 'Item Score' on the back page of the Record.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

Summary and profile sheet may be used in many ways. There is space to record items passed by age period as well as items passed by category. It may also be used as a short form of the PAR.

TEST ANALYSIS

TITLE: PRESCHOOL ATTAINMENT RECORD Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- May be used to compare child's behavior to himself at intervals, to compare one child to another for homogenous group teachings.
- Provides baseline information on which to build instruction upon in the home or school.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

PRESCHOOL ATTAINMENT RECORD - manual, record form, catalog

TEST ANALYSIS

TITLE: PRESCHOOL ATTAINMENT RECORD Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Scoring and Interpretation;

Procedure; (Cont'd.)

Short form; Using the profile and summary sheet mark with an X all items successfully passed + for items in transition. This can be useful for a quick screening when using an inadequate informant (those with difficulties with expression). This also does not entail knowing the in-depth explanations for each item.

Once a total raw score is obtained by multiplying it by 16 (the number of items in each sub-area) or divide by .75 (the month value of each item) to obtain an Attainment Age.(AA)

To obtain an Attainment Quotient (AQ) divide the AA by the child's Life Age and multiply by 100.

The AQ obtained can be used as an IQ score for a child that can not be tested due to resistance or impairments, this should be done very cautiously since the test is not standardized and there is no reliability or validity data.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: PRESCHOOL LANGUAGE SCALE Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Irla Lee Zimmerman Roberta L. Evatt
Violette G. Steiner
Publisher: Charles E. Merrill Publishing Company
Box 508
Columbus, OH 43216
Editor: Newell C. Kephart

Ordering Information:

Forms:

Copyright Date: 1969

Cost: Specimen set (1 manual, 1 scale, 1 picture book): $8.50
10 Scales: $6.50

DESCRIPTIVE INFORMATION:

Purpose: To determine a child's language (both receptive and expressive) strengths and weaknesses.

Age Range (CA): 1½ - 7 yrs MA: Grade Level:
Language level below 7 yrs.

Format: The PLS is divided into two separate tests, each administered to the child individually. Age levels are in 6 month intervals from 1½ yrs. - 4½ yrs. and year intervals between 5 - 7 yrs. Each age level contains 4 items.

Time Required: Half hour

Sub-Areas:
Auditory comprehension
Verbal ability

Observational Information:
Much of the verbal ability scale is scored by direct observation or by report. Additional behaviors, handicaps and comments may be entered on the Scale cover sheet.

Personally Identifiable Information Required:
Standard information is compiled as well as parent's name, address and phone number. There is a section for family and environment notes for comments as to dominant language in the home, number of persons residing in the child's home, etc.

TEST ANALYSIS

TITLE: PRESCHOOL LANGUAGE SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Speech impaired, Language delayed, Mentally retarded, Emotional and Behavioral problems, Mild Physical handicaps, Deaf.

Age Range (CA): 1½ - 7 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: May be administered by child development specialists-psychologist, speech therapist, teacher, or administrator. All criterion and rationale for administering and passing an item is simply stated in the manual.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

All materials required should be readily accessible in a school environment.

Preschool Language Scale picture book
* 12 one-inch colored blocks (red, yellow, green, blue)
* 1 small piece of coarse sandpaper
* 1 small box
* 1 each: half dollar, quarter, dime, nickel, penny
* 1 watch or clock with a second hand

SCORING AND INTERPRETATION:

Procedure: Items are administered to the child initially at a slightly lower age level than indicated - to establish a basal age. Each item passed from 1½ - 5 yrs. is worth 1½ mo., between 5 - 7 yrs. each item is worth 3 mo. A language age and language quotient may be computed. (See Additional Information)

Format: All correct items are counted for each individual age level and entered in the appropriate column on the back cover sheet. Formulas for computing the Language Age Quotient, Auditory Comp. Age and Quotient and Verbal Ability Age & Quotient appear on this form.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: PRESCHOOL LANGUAGE SCALE Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help to identify children with speech problems or expressive/receptive language delays.

-May aid in the formation of a language program since all items are based on a spiralling sequential progression.

-May be used for educational decision making.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: Items have been taken from similar items in Gesell, Cattel, and other standardized tests. No Data Available

Reliability:

Validity:

REFERENCES:

Preschool Language Scale - Manual
Pupil Record Form
Picture Book

TEST ANALYSIS

TITLE: PRESCHOOL LANGUAGE SCALE Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

Test may be translated into any language.

Responses must be recorded verbatim for further study.

Items passed at one level are assumed to be passed at a later level.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: QUICK NEUROLOGICAL SCREENING TEST Screening [x] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Margaret Mutt, M.A.
Norma V. Spalding, Ed.D.
C. Slade Crawford, Ph.D.
Harold M. Sterling, M.D.

Publisher:
Academic Therapy Publications
1539 - 4th Street
San Rafael, CA 94901

Ordering Information:

Editor:

Forms: Experimental Edition

Copyright Date: 1974

Cost: Manual - $7.50; Score sheet (pkg. of 25) - $4.50

DESCRIPTIVE INFORMATION:

Purpose: To identify children with learning disabilities (minimal brain dysfunction).

Age Range (CA): MA: Grade Level: Kindergarten - Grade 12

Format: Child is asked to perform 14 motor tasks. Examiner must observe the child's performance closely.

Time Required: 20 minutes

Sub-Areas:
- Handskill
- Figure recognition & production
- Rapid hand movement
- Palm form recognition
- Finger to nose
- Thumb and finger circle
- Double simultaneous stimulation
- Eye tracking

(See Additional Information)

Observational Information:

The QNST is a subjective evaluation based on careful observation. Besides actions specified to be observed, any unusual activity should be noted for each sub-test.

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: QUICK NEUROLOGICAL SCREENING TEST Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Knowledge of numbers and letters for Palm form recognition sub-test

Disability Groups:
Children suspected of being Learning disabled

Age Range (CA): **MA:** **Grade Level:** Kindergarten - Grade 12

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Either, individual administration is preferred to afford more careful observation on the part of the examiner.

Training Needed by Examiner: Examiner may be a trained psychologist or person in a helping profession. Observation skills should be excellent. A minimum of 25 QNST's should be administered for practice purposes only.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Each item is scored numerically by section and subtest. A total is determined by adding all subtest scores. A score of 11 or below is definitely normal. Cutoff scores should be determined locally on the basis of finances, placement openings, etc.

Format: Each part of an item is scored and commented upon at the time of the testing on the score sheet.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: QUICK NEUROLOGICAL SCREENING TEST Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Manual gives alternative teaching methods and implications if a child has problems with any sub-test.

-Manual gives medical implications of a child's failure in a specific area.

-Children determined as being "suspicious" should be thoroughly evaluated.

NORMATIVE DATA:

Sample Size: 198 Kindergarten children (87 - 5 yr. olds, 105 - 6 yr. olds, 6 - 7 yr. olds)

Population Descriptors Used:

Central California
Middle class school districts
Predominantly Caucasian

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability after one month interval, a correlation of .81 with 33 learning disabled children. Test/Retest reliability between two examiners after a 1 month interval was .71. The QNST was adapted from pediatric neurological examinations and developmental assessments.

Validity: QNST and the Bender Visual Motor Gestalt Test were given to 30 randomly selected Kindergarten children. A correlation of .51 was found between the QNST Total Score and the Bender-Brain Injury factors.

REFERENCES:

Quick Neurological Screening Test - Manual

TEST ANALYSIS

TITLE: QUICK NEUROLOGICAL SCREENING TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas:

Sound patterns
Arm and leg extension
Tandem walk
Stand and skip
Left - right discrimination
Behavioral irregularities

Most reliable sub-tests were found to be:

Hand dominance, Figure recognition and reproduction, Double simultaneous stimulation of hand and cheek, Foot dominance, Behavioral irregularities and Total scores.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: September 1976

TEST ANALYSIS

TITLE: RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Clara M. D. Riley, Ph.D.

Publisher: Western Psychological Services
Publishers & Distributors
12031 Wilshire Blvd.
Los Angeles, CA 90025

Ordering Information:

Editor:

Forms:

Copyright Date: 1969

Cost: Manual - $2.50; Test (pkg. of 25) - $6.50; Kit - $7.50

DESCRIPTIVE INFORMATION:

Purpose: Designed to help determine quickly and fairly accurately which children have the most serious problems and need professional help.

Age Range (CA): MA: Grade Level: Preschool - Grade 1

Format:
Child is asked to reproduce various geometric forms and to draw a person in the test booklet. Child has three attempts for each form.

Time Required: Untimed, relatively quick.

Sub-Areas:
Design
Make-A-Boy (Girl)

Observational Information:
Child's behavior is noted through his drawings, no additional information is noted.

Personally Identifiable Information Required:
Standard information is taken for child
School name
Examiner's name

TEST ANALYSIS

TITLE: RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to hold crayon and mark on paper

Disability Groups:

Emotionally disturbed, Neurologically impaired, Mentally retarded

Age Range (CA): **MA:** **Grade Level:** Preschool - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Specific instructions are given for administering the Inventory, individually, in small groups (2-3 children) and in large groups (entire class) but each inventory must be complete on a 1 to 1 basis.

Training Needed by Examiner: It is recommended that only a trained psychologist or counselor should administer the test; however, the manual states that a teacher with the proper in-service training can administer the test adequately (See Additional Information)

Other Persons Required:

An aide may be needed if the classroom teacher is administering the test to small or large groups. This will help minimize problems within the classroom which will distract the teacher.

Materials Required: (*items not provided in kit)

* Black primary size crayon

SCORING AND INTERPRETATION:

Procedure: Each design is graded as being: refuse, scribble, perseverate, incomplete or complete; specific criteria are outlined in the manual for each. Circle developmental age next to the last check mark in the complete column. Circle all check marks in other columns which are below the child's chronological age (See Additional Information)

Format:

Scoring is done on the face sheet of the Inventory. All responses are marked with checks; final scoring results in a recommendation in both areas tested. Recommendation is either Retest or Refer.

Space for Recording Retest:

Test booklet is non-reusable.

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-May indicate the maturity of visual motor abilities.

-If a child scores below age level it is an indication for a referral for special help. The converse is also true, if a child scores above the age level a program for the gifted is indicated.

-Response types are analyzed in the manual as to possible causes and remediation techniques.

NORMATIVE DATA:

Sample Size:

Population Descriptors Used:

Inventory has been used mainly with children from poverty areas.

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Riley Preschool Developmental Screening Inventory - Manual

TEST ANALYSIS

TITLE: RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Training Needed by Examiner:

It is apparent upon investigating the test that the untrained teacher may administer this test, but a trained person should be available to interpret the drawings for the necessary criteria and implications.

Scoring Procedure:

Make A Boy (Girl) is scored by both checking those body parts included in the drawing and a qualitative analysis as to refused, scribbled, perseverate, disjointed, heavy shading, doesn't resemble human body. Criteria are described in the manual.

TEST ANALYSIS

TITLE: RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY

Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May indicate the maturity of visual motor abilities.

-If a child scores below age level it is an indication for a referral for special help. The converse is also true, if a child scores above the age level a program for the gifted is indicated.

-Response types are analyzed in the manual as to possible causes and remediation techniques.

NORMATIVE DATA:

Sample Size:

Population Descriptors Used:

Inventory has been used mainly with children from poverty areas.

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Riley Preschool Developmental Screening Inventory - Manual

TEST ANALYSIS

TITLE: RILEY PRESCHOOL DEVELOPMENTAL SCREENING INVENTORY

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Training Needed by Examiner:

It is apparent upon investigating the test that the untrained teacher may administer this test, but a trained person should be available to interpret the drawings for the necessary criteria and implications.

Scoring Procedure:

Make A Boy (Girl) is scored by both checking those body parts included in the drawing and a qualitative analysis as to refused, scribbled, perseverate, disjointed, heavy shading, doesn't resemble human body. Criteria are described in the manual.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: SCREENING SPEECH ARTICULATION TEST Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Merlin J. Mecham J. Dean Jones
J. Lorin Jex

Publisher: Communication Research Associates, Inc.
P.O. Box 110212
Salt Lake City, Utah 84111

Ordering Information:

Editor:

Forms: 2 forms - picture identification for young children, sentence repetition or reading for older children.

Copyright Date: 1970

Cost: Manual - $3.00; Scoresheet may be purchased or duplicated.

Availability:

DESCRIPTIVE INFORMATION:

Purpose: To determine the child's facility for articulating consonants in the initial, medial and final positions and vowels in the older child's version.

Age Range (CA): 2½-8½ yr. MA: Grade Level:

Format:
Child is asked to identify 66 pictures on the pre-reading level or to read or repeat 37 sentences and 23 word blends.

Time Required: Untimed

Sub-Areas:

None

Observational Information:

Comments may be noted above examiner's signature on the record form.

Personally Identifiable Information Required:

Child's name, sex, address, birthdate, school, grade and teacher's name.

TEST ANALYSIS

TITLE: SCREENING SPEECH ARTICULATION TEST Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Speech impaired, Hearing impaired, Mentally retarded, Learning disabled.

Age Range (CA): 2½ - 8½ yrs **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner should be familiar with the Test. Would be best used by a speech clinician.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Test pictures (contained in the manual)

SCORING AND INTERPRETATION:

Procedure: Each sound made is determined by the examiner as being correct, distorted (d), omitted (o), or substituted (sound substituted for the correct one).

Format: All sounds are listed phonetically in order of presentation, on the record form. Space for marking the initial, medial & final positions are provided. Ages for certain sounds are given.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: SCREENING SPEECH ARTICULATION TEST Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May aid in determining the degree of the child's speech problem in isolated words (for young children) or in complex sentences (for older children).

-May be used as a pre- and post-test for determining the progress a child has made in articulation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Screening Speech Articulation Test - manual

TEST ANALYSIS

TITLE: SCREENING SPEECH ARTICULATION TEST Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Several pictures are complex, with many distracting stimuli which may cause the child to identify an incorrect object. The examiner should be prepared to provide the correct stimulus word for the child to repeat. Several words are are not necessarily in popular use (e.g., 'buggy" for 'carriage').

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: August 1976

TEST ANALYSIS

TITLE: SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: A. Edward Ahr, Ed.D.

Publisher: Prirority Inovations, Inc.
P.O. Box 792
Skokie, IL 60076

Ordering Information:

Editor:

Forms:

Copyright Date: 1968

Cost: Specimen set - $3.50; Test kit (35 test booklets and forms, cards, class record sheet and manual) - $29.00.

DESCRIPTIVE INFORMATION:

Purpose: To provide dependable information concerning children's performance in important skill areas essential for learning.

Age Range (CA): 4yr.6mo. - 6yr.5mo. MA: Grade Level:

Format: Each child is given his own multi-page booklet, each page is a contrasting color to the ones next to it. The child is asked a question, shown a picture or told to draw a specific object for each of the 50 items. Items are not graded to difficulty.

Time Required: Approx. 1 hr. including activity periods, prior to Part I and Part II, and administration of sample items.

Sub-Areas:

Part I	Part II
Visual memory	Visual copying
Reproduction	Visual discrimination
Auditory memory (delayed visual recognition of auditory stimuli)	

Observational Information:

None

Personally Identifiable Information Required:
Standard information

TEST ANALYSIS

TITLE: SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups: All senses should be functional. Handicapped children taking the test should be functioning at or just below the lowest age level that there is normative data for.

Age Range (CA): 4yr.6mo. - **MA:** 6yr.5mo.

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group - up to 32 children. With educationally disadvantaged children groups of 10 are ideal.

Training Needed by Examiner: Examiner should be familiar with the precise wording of the test. It is recommended that he takes the exam as a student would prior to administration.

Other Persons Required:

If groups exceed over 20 children an additional adult is required to help proctor.

Materials Required: (*items not provided in kit)

* Pencils
* Stopwatch

Picture cards

SCORING AND INTERPRETATION:

Procedure: Place a check mark in front of each answer on the Individual Scoring Record Form. Count all marks in each sub-area and enter total in appropriate box on sheet. Score 1 pt. per correct answer. Compare raw scores to appropriate Stanine scores.

Format:

Start Kits provide a Scoring Form for each test administered. Scoring may be done by school clerk and not take more than 6 minutes.

Space for Recording Retest:

Each test utilizes a non-reusable test booklet.

Summary Sheet (graphic representation):

A class record list is provided - 1 per 35 tests to provide Stanine scores at a glance for each student.

TEST ANALYSIS

TITLE: SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS

Screening ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

-The teacher may use START as an objective measure of developmental level in an area and therefore use it in part to formulate an Individual Education Plan.

-May be used to determine grouping or individualization of instruction in a specific area.

-May be useful in aiding teacher reporting of a child's progress.

-May aid in the location of children in need of an in depth evaluation.

-May provide a record of student development which will reflect changes in curriculum and in the characteristics of children.

NORMATIVE DATA:

Sample Size: 500 Kindergarten children between ages 4yr.6mo. and 6yr.5mo.

Population Descriptors Used:

Middle class
Urban, suburban, or semi-rural

TECHNICAL ASPECTS:

Reliability: Scorer reliability ranges from .98 - .99 (inter-rater and intra-rater respectively). Reliability for the entire test using Kuder Richardson formula yields .92 - .97 for the total test and .78 - .93 for sub-tests. Test retest reliability ranges from .83 - .97.

Validity: Using a teacher rating scale the validity was found to be: .52 - visual memory; .45 - auditory memory; .64 - visual copying; .82 - visual discrimination; and .97 - total test. Intercorrelations among sub-tests are high.

REFERENCES:

Screening Test for the Assignment of Remedial Treatments - Manual
Test booklet
Cards
Score
Class record forms

TEST ANALYSIS

TITLE: SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

The manual provides a simplified understanding of stanines - what they are and how they function.

Room utilized should have a minimum of distraction in it.

Praise for a job well done is built into the administrative directions.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1976

TEST ANALYSIS

TITLE: SCREENING TEST OF ACADEMIC READINESS Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: A. Edward Ahr, Ed.D.

Publisher:

Priority Innovations, Inc.
P.O. Box 792
Skokie, IL 60076

Ordering Information:

Editor:

Forms:

Copyright Date: 1966

Cost: Specimen set - $3.50

DESCRIPTIVE INFORMATION:

Purpose: To screen children for early entrance into a program, to identify learning problems or social and emotional difficulties for early referral.

Age Range (CA): 4 yr, - 6 yr 5 mo. MA: Grade Level:

Format: Child is asked to indicate his answer in a multicolored booklet with one item per page. Contains two parts, with 25 sample items used for practice.

Time Required: Administration should not exceed one hour including a break period between parts.

Sub-Areas:

Part I - picture vocabulary, picture completion, copying
Part II- picture description, human figure drawing, relationships and numbers.

Observational Information:

Comments of any unusual behavior are recorded on a separate sheet of paper or on the child's booklet at the end of each part.

Personally Identifiable Information Required:

Standard information.

TEST ANALYSIS

TITLE: SCREENING TEST OF ACADEMIC READINESS **Screening** ☒ **Verification** ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Preacademic knowledge of numbers, letters and objects

Disability Groups:

All. (See Additional Information)

Age Range (CA): 4 yr - 6 yr 5 mo. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group. Used in groups from 18-72 children with more than one adult proctor. For educationally disadvantaged children, limit group to 10-15.

Training Needed by Examiner: Examiner should be familiar with the test and its directions. It is recommended that the examiner take the test as the student prior to administration. Can be done by teacher or paraprofessional.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION: Score yields a deviation IQ.

Procedure: Count number of answers that are correct within each sub-test for one point. Consult manual for the amount of bonus points added for each sub-section and test.

Format:

Separate record form is included to be used to record the child's correct answers. Correct answers as well as bonus points appear on this sheet.

Space for Recording Retest:

Test booklet is non-reusable.

Summary Sheet (graphic representation):

None. A separate Class Record List is included to list all children's scores.

TEST ANALYSIS

TITLE: SCREENING TEST OF ACADEMIC READINESS Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Can provide information on a child's specific strengths or weaknesses.

- May be used to group children of similar abilities.

- For the Educationally Disadvantaged child the test proposes to provide a score for the child's current academic readiness as well as his potential academic ability.

NORMATIVE DATA:

Sample Size: 1, 500 preschool and kindergarten children.

Population Descriptors Used:

Middle to upper middle class
Suburban
White

TECHNICAL ASPECTS:

Reliability: Inter-rater scorer reliability range from .87-.93. Scorers used were: psychologist, teacher, school clerk and housewife. Test-retest reliability: .87 to .91. Kuder Richardson reliability: .88 - .90.

Validity: Concurrent validity with the Stanford Binet (Form L-M) was .72 with 90 preschoolers.

Predictive validity with the Stanford Binet (Form L-M) was .67 for 50 preschool children and .76 with Metropolitan Readiness Test with 391 kindergarten children.

REFERENCES:

SCREENING TEST OF ACADEMIC READINESS (STAR) - manual
test
booklet
record form

TEST ANALYSIS

TITLE: SCREENING TEST OF ACADEMIC READINESS Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Specific administrative considerations for the educationally disadvantaged:

1) Limit group size to 19-15 children
2) Delay testing until the second week of school.
3) Give prior instructions with discrimination of objects, etc.
4) Use pencils and crayons.
5) Examiner should have same speech pattern as examinee.

Normative data is being compiled for the educationally disadvantaged.

Equations for converting raw scores to academic potential for the educationally disadvantaged are difficult.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGES

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Elizabeth Carrow, Ph.D.

Publisher:
Learning Concepts
2501 N. Lamar
Austin, TX 78705

Ordering Information:

Editor:

Forms: Spanish/English

Copyright Date: 1973

Cost: Specimen set - $3.75; Manual - $2.95; Test booklet - $ .80

DESCRIPTIVE INFORMATION:

Purpose: To determine if a child requires additional, in-depth testing for auditory comprehension.

Age Range (CA): 3-6 yrs. MA: Grade Level:

Format: Child is presented a booklet containing 25 line drawings, 3 to a page picturing the stimulus, and 2 distractors which will be either a different action upon the stimulus word or a decoy item. Child is to indicate the correct drawing by putting a mark on it.

Time Required: 5-10 minutes

Sub-Areas:
None

Observational Information:
None

Personally Identifiable Information Required:
Standard information including school, city and examiner's name

TEST ANALYSIS

TITLE: SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGES

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Language delayed, Speech impaired, Mentally retarded, Learning disabled, Physically handicapped, Emotional problems

Age Range (CA): 3-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Small group (for age 3-4 in a group; ages 4 & 5 from 6-10 and age 6 from 10-30)

Training Needed by Examiner: Thorough familiarity with the test and manual. If testing in Spanish the examiner should perferably be bilingual or have the proper pronunciation.

Other Persons Required:
Proctors are required for groups of 4-1 proctor; groups of 6-10 or 10-30, 2 proctors.

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Each child is required to mark the picture that the stimulus word or sentence indicates. Each correct word is worth 1 pt. which is then totalled and may be compared to age charts to yield a percentile ranking.

Format:
Raw scores are placed on the front cover sheet.

Space for Recording Retest:
Test booklet is non-reusable

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGES

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-May indicate whether the child needs an in-depth evaluation.

NORMATIVE DATA:

Sample Size: 400 children age 3-6 yrs. (68 Anglo, 20 Black American, 12 Mexican-American at each age level)

Population Descriptors Used:

Middle class

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability was .60 after 1-3 weeks time from initial testing.

Validity: No Data Available

REFERENCES:

Screening Test for Auditory Comprehension of Language: English/Spanish -
Test manual
Test booklet

TEST ANALYSIS

TITLE: SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGES

Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

May be administered to the same child in both English and Spanish; however, the child should be tested in the language he is least competent in first.

No percentile rankings are available for the Spanish form but studies have shown that all items are mastered by Spanish speaking children at comparable ages of their English speaking counterparts.

CONNECT
1-A NORTH PROGRESS AVENUE
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DATE: September 1976

TEST ANALYSIS

TITLE: SIMKOV PERCEPTUAL ORGANIZATION INVENTORY Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: J. P. Kovacevich

Publisher:
Antof Educational Supplies
P.O. Box 5161
Akron, Ohio 44312

Ordering Information:

Editor:

Forms:

Copyright Date: 1963

Cost: Manual - $4.25; Inventory (pkg of 25) - $3.00

Availability:

DESCRIPTIVE INFORMATION:

Purpose: To identify children with visual-motor perception problems.

Age Range (CA): MA: Grade Level: Preschool - Grade 1

Format:

Child is presented with 15 stimulus figures to reproduce.

Time Required: Approximately 20 minutes.

Sub-Areas:

None

Observational Information:

None

Personally Identifiable Information Required:

Standard information

TEST ANALYSIS

TITLE: SIMKOV PERCEPTUAL ORGANIZATION INVENTORY Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Ability to copy (use a pencil meaningfully)

Disability Groups:

Learning disabled, Mentally retarded, Hearing impaired.

Age Range (CA): **MA:** **GRADE LEVEL:** Preschool - Grade 1

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group

Training Needed by Examiner:

None

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None

SCORING AND INTERPRETATION:

Procedure: Determine the correctness of each figure, mark each with a check and/or an X. Find the number of the last design which is correct. Locate this number on the continuum, this is the perceptual motor age. Problem index is the number incorrect below the last correct one.

Format:

Computation and comparisons are easily made. All necessary information is contained on the inventory.

Space for Recording Retest:

Inventory is done in a non-reusable test booklet

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: SIMKOV PERCEPTUAL ORGANIZATION INVENTORY Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Determines a child's readiness within the different levels of visual perception.

- Provides a program for remediation of perceptual problems.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Simkov Perceptual Organization Inventory - Manual,
Scoring directions,
scoresheet,

TEST ANALYSIS

TITLE: SIMKOV PERCEPTUAL ORGANIZATION INVENTORY Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: A SPOKEN WORD COUNT

Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Joseph M. Wepman
Wilbur Hass

Publisher:
Language Research Associates, Inc.
P.O. Box 2085
Palm Springs, CA 92262

Ordering Information:

Editor:

Forms:

Copyright Date: 1969

Cost: Booklet - $6.50

Availability:

DESCRIPTIVE INFORMATION:

Purpose: To determine which words and parts of speech a child uses with frequency.

Age Range (CA): 5-7 yrs. MA: Grade Level:

Format: A sample of the child's everyday language is compared to one of three normative lists for his specific age group. Words are listed by: (a) frequency of use, (b) part of speech class, and (c) alphabetically.

Time Required:

Sub-Areas:

Observational Information:

Personally Identifiable Information Required:

TEST ANALYSIS

TITLE: A SPOKEN WORD COUNT Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups: Language delayed, Aphasic, Speech impaired, Hearing impaired, Mentally retarded

Age Range (CA): **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual:

Training Needed by Examiner: Trainer should be a speech clinician.

Other Persons Required:

Materials Required: (*items not provided in kit)

Story-picture cards (may be taken from another test, i.e., *Thematic Apperception test)*

SCORING AND INTERPRETATION:

Procedure:

Format:

Space for Recording Retest:

Summary Sheet (graphic representation):

TEST ANALYSIS

TITLE: A SPOKEN WORD COUNT Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

- May aid in determining which materials a child should use for academic training (e.g., reading)

NORMATIVE DATA:

Sample Size: 30 children at each age level (5, 6, 7) equal numbers of boys and girls.

Population Descriptors Used:

Middle class
Urban center
English was only language spoken in the home and by the child
Children were screened for hearing loss, uncorrected visual acuity, emotional disturbance, and mental regardation (scores below 90 on the *Peabody Picture Vocabulary Test).*

TECHNICAL ASPECTS:

Reliability:

Validity:

REFERENCES:

TEST ANALYSIS

TITLE: A SPOKEN WORD COUNT

Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: July 1976

TEST ANALYSIS

TITLE: TARC ASSESSMENT SYSTEM Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Wayne Sailor, Ph.D.
Bonnie Jean Mix, M.A.

Publisher: H & H Enterprises
P.O. Box 3342
Lawrence, KS 66044

Ordering Information:

Editor:

Forms:

Copyright Date: 1975

Cost: Test Kit - $5.95 (1 manual and 10 assessment inventories) -

DESCRIPTIVE INFORMATION:

Purpose: A quick assessment of behaviorally and educationally oriented capabilities for the severely handicapped individual.

Age Range (CA): 3-16 yrs. MA: Grade Level:

Format: Checklist of 26 items. 20 scaled items - choose the most correct answer. 6 categorical items - choose all answers that are applicable.

Time Required: Untimed

Sub-Areas: SELF HELP: - toileting, washing, eating, clothing
MOTOR: - gross and fine motor, preacademic
COMMUNICATIONS: - receptive, expressive, preacademic
SOCIAL: - behavior

Observational Information:

Limited space is provided at the end of the assessment form for additional observational comments pertaining to each sub-area.

Personally Identifiable Information Required:

Information required is to determine any reasonable causes for alteration of scores, i.e. age, agency, teacher, handicapping condition.

TEST ANALYSIS

TITLE: TARC ASSESSMENT SYSTEM Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Primarily developed for assessing behavioral level of the severely retarded, however it may be used with any severely handicapped individual.

Age Range (CA): 3-16 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Scored individually, although observation of a group is possible.

Training Needed by Examiner: Examiner should observe the child of a minimum of 3 weeks to establish baseline information, prior to scoring the TARC.

Other Persons Required:

None

Materials Required: (*items not provided in kit)

None, other than those standardly appropriate for the skill being observed, e.g. water, soap, and towel for hand washing.

SCORING AND INTERPRETATION:

Procedure: Count all circled items in each sub-section and sub-area.

Format: A separate score sheet is provided to mark the scores for sub-sections, sub-areas and total raw scores. Raw scores may be converted to standard scores (M=50, SD=20) using table provided.

Space for Recording Retest:

Can be done on the same inventory form with different color ink. Charting each profile in this method can be a useful tool.

Summary Sheet (graphic representation):

Standard score conversion table can be used to yield a profile for each individual.

TEST ANALYSIS

TITLE: TARC ASSESSMENT SYSTEM **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

- "Provides an educational assessment on which precise instructional objectives can be made for a child or class.

- Can be used to assess the affects of a particular instructional strategy or curriculum."

- Profile formed can be used to compare the child's performance both with himself and with the class.

NORMATIVE DATA:

Sample Size: 283 severely handicapped individuals, both male and female

Population Descriptors Used:
Groups used had the following diabilities to a severe degree: mental retardation, autism, cerebral palsy, perceptual handicaps, and learning disabilities

TECHNICAL ASPECTS:

Reliability: Using a group of 66 severely handicapped persons (50 institutionalized). Test/Retest is .80 or greater. Inter-rater reliability in Sub-areas - Self-Help, .59; Motor, .63; Communcation, .77; Social, .78; Total, .85.

Validity:
Studies for predictive validity are underway. Stability of rating should reflect a span of 18 months.

REFERENCES:

The TARC Assessment System - manual
inventory

TEST ANALYSIS

TITLE: TARC ASSESSMENT SYSTEM

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Administration of the TARC need not interfere with the regular classroom structure.

Most discriminating at lower limits, unreliable with mild or borderline problems.

Motor skills sub-area is most predictive of the total score.

CONNECT
1-A NORTH PROGRESS AVENUE
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DATE: October 1976

TEST ANALYSIS

TITLE: T.M.R. PERFORMANCE PROFILE FOR THE SEVERELY & MODERATELY RETARDED

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Alfred J. DiNola, Allan E. Sternfeld, Bernard P. Kaminsky

Publisher:
Educational Performance Associates
563 Westview Avenue
Ridgefield, N.J. 07657

Ordering Information:

Editor:

Forms:

Copyright Date: 1963

Cost: Class kit (1 teacher manual, 10 record books, 10 yearly comparative charts) - $15.00; **Sample kit** - $5.00

DESCRIPTIVE INFORMATION:

Purpose: The Performance Profile is an evaluative scale for pupil performance based on teacher observation. It is an aid in determining a child's present level of functioning in a wide variety of daily living activities.

Age Range (CA): **MA:** **Grade Level:**

Format: Each child should be rated in a separate record booklet, the specific items and scaled responses are in the teacher's manual only. There are 6 major areas, with 24 topics and 10 related items.

Time Required: Untimed

Sub-Areas: Major areas are the most commonly referred to in curriculum guides.

- Social behavior
- Self care
- Communications
- Basic knowledge
- Practical skills
- Body usage

(see Additional Information)

Observational Information:

The intent of the instrument is to help a teacher observe a child's behavior objectivley and rating with regard to any additional handicaps or emotional problems that the child may have should be avoided during observation. Additional handicaps or emotional problems should be noted on the Major Area Chart. Any additional comments may be noted too.

Personally Identifiable Information Required:

Standard information is required on the Major Areas Chart. A checklist of additional handicap is provided.

TEST ANALYSIS

TITLE: T.M.R. PERFORMANCE PROFILE FOR THE SEVERELY & MODERATELY RETARDED

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

Motor development adequate for age

Disability Groups: Severely or moderately mentally retarded, children with additional handicaps accompanying the retardation, or causing the child to function in the range of severe or moderate mental retardation

Age Range (CA): **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: The observer should be a trained professional in the education of the child with severe or moderate retardation.

Other Persons Required:

Materials Required: (*items not provided in kit)

Observation should be of the child's behavior in the usual classroom setting. No specific materials are required as in a structured test situation. If specific items deal with equipment or materials not readily available to the classroom, an "X" is marked as the score for that item, meaning that the item was not evaluated. (See Scoring)

SCORING AND INTERPRETATION:

Procedure: Each specific item is scored from a list of scaled responses in the test manual. The responses start with a value of 0 for negative or non-performance to 4 for performance just beyond the realistic goal. All items, topics and major areas are totalled yielding an Habilitation Level. (See Additional Information)

Format:

The Record Booklet contains the item and area heading as well as a space to record the score for each. Each topic is on a separate page with total scores recorded in the appropriate place as determined by the arrows.

Space for Recording Retest:

A yearly comparative chart is provided to record topic scores for a 10-year period. The record booklet itself is non-reusable.

Summary Sheet (graphic representation):

A profile is made of every topic area, in addition to a major area profile.

TEST ANALYSIS

TITLE: T.M.R. PERFORMANCE PROFILE FOR THE SEVERELY & MODERATELY RETARDED

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Will help determine a child's present level of functioning to aid in the development of the child's individualized educational plan (IEP).

-May provide the teacher with information to make curricular decisions for a particular child.

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

T.M.R. Performance Profile for the Severely and Moderately Retarded -
Teacher's manual
Record book
Yearly comparative chart

TEST ANALYSIS

TITLE: T.M.R. PERFORMANCE PROFILE FOR THE SEVERELY & MODERATELY RETARDED

Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Sub-Areas: (related topics)

Social Behavior - self control, personality, group participation, social amenities

Self Care - bathroom habits, grooming, dealing with food, clothing, safety

Communications - modes of communication, listening, language activities, language skills

Basic Knowledge - information, numbers, awareness, social studies

Practical Skills - tools, household items, family chores, vocational readiness

Body Usage - coordination, health habits, fitness, eye-hand coordination

Scoring procedure:

The Habiliation Level is converted to a Habile Index to enable comparisons to be made of the child to himself over several years. An "X" is given any item that can not be observed even in a structured situation or an adequate informant cannot be found. A total of the "X" scores is recorded.

Authors add that all terms have no special meaning other than those found in competent dictionaries.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: TESTS OF BASIC EXPERIENCES Screening [x] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Margaret H. Moss, Ed.D.

Publisher:
CTB/McGraw Hill
DelMonte Research Park
Monterey, CA 93940

Editor:

Ordering Information:

Forms: Level K
Spanish/English

Copyright Date: 1971

Cost: Specimen set - $4.50; Complete battery (30 copies of each of 4 test booklets, etc.) - $40.00

DESCRIPTIVE INFORMATION:

Purpose: To assess how well a child's experiences have prepared him for his introduction to academics.

Age Range (CA): MA: Grade Level: Prekindergarten - Kindergarten

Format: Each of the tests is in a separate booklet. Each item is presented on a separate page. Each item consists of 4 simple pictures of which the child marks one in response to a stimulus question or word.

Time Required: 25 minutes per test

Sub-Areas: Each test booklet covers a distinctly, separate area - Mathematics, Language, Science, and Social Studies. Each may be administered separately or in conjunction with the others. If only one test is given it is recommended to administer the General Concepts test which has items taken from the other 4. (This test is not administered if others will be).

Observational Information:
All observational remarks about outstanding behaviors are to be entered on the back cover page of the child's test booklet by the proctors.

Personally Identifiable Information Required:
Standard information. Group size is also recorded. This back cover page can be easily detached for inclusion in the child's record folder.

TEST ANALYSIS

TITLE: TESTS OF BASIC EXPERIENCES Screening ☑ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Preacademic skills, familiar with basic instructional terms, "mark the..., row, turn the page".

Disability Groups:
Mild physically impaired, Speech or Language impairments, Mild mental retardation, Learning disabled

Age Range (CA): **MA:** **Grade Level:** Prekindergarten - Kindergarten

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Group, no larger than usual class size

Training Needed by Examiner: The examiner may be the classroom teacher. Examiner should be well acquainted with the test items. It is recommended that the examiner take the test himself to foresee any difficulties.

Other Persons Required:
A proctor is required for every 4-6 children at the prekindergarten level. Specific instructions for proctors are included.

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Count all correct answers as they appear in the manual or on the Class Evaluation Record for that particular test. This attained score may be converted to a standard score, percentile ranking or stanine by comparison to charts in the manual.

Format: Scoring may be done by hand for each test or may be done in the Class Evaluation Record which provides space for each child's performance. Scoring may also be done by machine at CTB McGraw Hill.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
Class Evaluation Records for each test are the only form of summary data provided.

TEST ANALYSIS

TITLE: TESTS OF BASIC EXPERIENCES — Screening ☒ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-May help the teacher to determine teaching priorities for the class.

-If many children answered an item incorrectly instruction should be made to include the many concepts pertaining to that item.

-May help the teacher to decide upon the method of grouping which will be most beneficial to the student's educational progress.

NORMATIVE DATA:

Sample Size: Approximately 10,300 children were tested

Population Descriptors Used:
Pre-Kindergartens, Kindergarten, first or second grades.
Attended public or private schools in 44 cities, in 4 geographic regions of the U.S.
Lived in one of four community types (urban, inner city, suburban, small city).
It is not specifically noted if minority groups were included although inclusion is assumed since minorities were in attendance in the schools used.

TECHNICAL ASPECTS:

Reliability: Test/Retest correlations - Math .80, Language .84, Science .82, Social Studies .80, General Concepts .79.

Validity: 17 Kindergarten and first grade teachers (unfamiliar with the TOBE) were given the TOBE items written on separate sheets of paper and asked to categorize them into the areas of Language, Math, S.S. and Science, or would not use. Percentage of correct category placement - 80% Math, 68% Language, 74% Science, 54% S.S. 14% would not use.
Studies show that the TOBE can be used to predict academic performance.

REFERENCES:

Tests of Basic Experiences - Examiner's manual
Language, Math, Science, Social Studies, General Concepts
Test booklets
Class evaluation record

TEST ANALYSIS

TITLE: TESTS OF BASIC EXPERIENCES Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Manual is very comprehensive.

Proctor's instructions are helpful to those persons functioning in this capacity by outlining total responsibilities.

General directions may be modified to meet the class' individual needs.

Pictures in the test booklets are in some instances sex discriminatory.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: UTAH TEST OF LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

BIBLIOGRAPHIC INFORMATION:

Author: Merlin J. Mecham J. Dean Jones
J. Lorin Jex

Publisher:
Communications Research Assn., Inc.
P.O. Box 11012
Salt Lake City, Utah 84111

Editor:

Copyright Date: 1967

Cost: Kit - $20.00

Ordering Information: The *Verbal Language Development Scale* is available from American Guidance Services.

Forms: Informant interview format *(Verbal Language Development Scale)*
Direct testing format *(Utah Test of Language Development)*

DESCRIPTIVE INFORMATION:

Purpose: To measure a child's expressive and receptive verbal language skills.

Age Range (CA): 1, 6-14¼ yr MA: Grade Level:

Format:
Child is to perform varying motor or verbal tasks to demonstrate his understanding of the examiner's questions. Number of questions asked depends upon the child's age level.

Time Required: 30-45 minutes

Sub-Areas:

None

Observational Information:
Unusual test behavior or handicaps are noted on the cover sheet. Additional comments are noted on the back of the score sheet.

Personally Identifiable Information Required:

Child's name, age, sex, address (city, state), school, and grade
Parent's name, father's occupation
Referral person (agency) name
Examiner's name

TEST ANALYSIS

TITLE: UTAH TEST OF LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Language delayed, Mild mentally retarded, Mild physical handicaps, Aphasic, Hyperactive, Brain injured

Age Range (CA): 1, 6-14 yrs **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: The manual states that the UTLD should be administered by a speech pathologist, audiologist, or psychologist after careful study of the manual and scoring criteria. (See Additional Information)

Other Persons Required:

None

Materials Required: (*items not provided in kit)

Test plates
Toy hammer
Toy gun
Marble
Small ball
* Pencil
Cup
Small doll
* 1 each - penny, dime, nickel, quarter, half dollar, dollar bill
* Blank sheet of paper

SCORING AND INTERPRETATION:

Procedure: Each item is scored + or - in accordance to the child's meeting of scoring criteria stated in the test manual. Raw score is a total of all +'s above the basal added to the basal age (8 consecutive passes established a basal and 8 consecutive failures a ceiling). Raw score is compared to a table for a Language Age. A Language Quotient is derived.

Format: Score sheet is organized by year levels. Score markings are made along side each item. Front of test score booklet lists all yielded scores. Items to be copied are done in score booklet.

Space for Recording Retest:

None

Summary Sheet (graphic representation):

None

TEST ANALYSIS

TITLE: UTAH TEST OF LANGUAGE DEVELOPMENT **Screening** ☒ **Verification** ☐

IMPLICATIONS FOR PROGRAMMING:

- May give the clinician or teacher insight into the child's problems in the area of language development.

- May identify the potentially gifted or handicapped child in communications because of the UTLD exaggerated deviations.

NORMATIVE DATA:

Sample Size: 273 white children; 20 children for each chronological age between ages 1.6 and 12.5 yr., 30 children each age level between 12.6 and 14.5 yr.

Population Descriptors Used:
Representative of the Utah population in Salt Lake County.
Socio-economic status - ¼ high, ½ middle, ¼ low.

TECHNICAL ASPECTS:

Reliability: Split half reliability (odd/even) .94.
Using 117 children tested with both direct and indirect forms had a reliability between forms of .97.

Validity: Item validity is taken from the fact that all items were originally taken from standardized sources. A discrimination score of above 40 was found when testing 50 mentally retarded children with mental ages of .7-5 yrs. on the first 8 items. Comparing ages of items in present norm sample to those in original test has a correlation of .98.

REFERENCES:

Utah Test of Language Development - manual,
test plates,
score sheet

TEST ANALYSIS

TITLE: UTAH TEST OF LANGUAGE DEVELOPMENT Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Test may be administered by a classroom teacher well acquainted with testing procedures and the test directions.

Test may be administered in more than one sitting if necessary.

Caution should be used when interpreting items that discriminate against children of other cultural and racial backgrounds than the norming population. (Items such as "Recites nursery rhyme" or "Recites simple story" may be strongly biased). Same cautions would apply when testing children living in rural or suburban areas.

Children with visual perception difficulties should not be given the UTLD since several stimulus pictures are presented at a time thus only providing confusion to the child.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: December 1976

TEST ANALYSIS

TITLE: VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Robert E. Valett, Ed.D.

Publisher:
Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Ordering Information:

Editor:

Forms:

Copyright Date: 1966

Cost: Specimen set - $1.25, Manual - 75¢, Demonstration materials - $3.50, Workbooks and Scoring Booklets - $14.00 - (pkg. of 25 each), Examiners Kit - $10.50.

Availability:

DESCRIPTIVE INFORMATION:

Purpose: To aid teachers and others in evaluating the developmental abilities of a child.

Age Range (CA): 2-7 yrs. **MA:** **Grade Level:**

Format: Child is asked to perform a specific task or to answer a question. Child is tested for a basal and ceiling age, to yield an approximate age level in each sub-area.

Time Required: Untimed

Sub-Areas:
Motor integration & physical development
Tactile discrimination
Auditory discrimination
Conceptual development
Visual motor coordination
Visual discrimination
Language development & verbal fluency

Observational Information:
Handedness, awkwardness and any important behavior observations should be noted. Verbatim responses should also be recorded. There is a section requesting related health comments.

Personally Identifiable Information Required:

Child's name, address, exact age, school and grade are noted on the cover sheet.

TEST ANALYSIS

TITLE: VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

Screening [X] Verification [ ]

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:

None

Disability Groups:

Specific Learning disability, Developmental delayed, Mild Mentally retarded.

Age Range (CA): 2-7 yrs, **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Examiner should be intimately acquainted with the survey. Practice administration should be made.

Other Persons Required:

None

Materials Required: (*items not provided in kit) (See Additional Information)

Workbook

* Small piece of wrapped candy
* coat or sweater with buttons
* blunt scissors
* white paper
* small rubber ball
* small jump rope
* cloth bag
* toy dog and doll - same size
* nail
* spoon
* small stick
* string
* rubber band
* ribbon
* tack
* 3" piece of cloth
* 3" sponge
* 3" piece of paper
* envelope
* sandpaper
* 1" colored cubes
* 1 3" x 2" green paper rectangle

SCORING AND INTERPRETATION:

Procedure: Each item successfully performed receives (+) 1 pt, (-) 0 pt for failing the item; ($\pm$) ½ pt for partial accomplishment. An estimated range of development within a one year span are determined for each level.

Format: A Scoring Booklet is used for each child. Booklet contains an item description, age level, where the item comes from (Gesell, etc.); items are divided by sub-area.

Space for Recording Retest: Survey workbook is non-reusable, however, the Scoring Booklet may be dated and used for comparison of pre- and post-test scores.

Summary Sheet (graphic representation): Summary of Abilities Surveyed on front cover sheet of the Scoring Booklet provides information needed to help determine a child's strengths and weaknesses.

TEST ANALYSIS

TITLE: VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

Screening ☑ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

- Aid in developing an individualized education program (IEP)
- Aid in consulting with a parent when determining 'present level'.
- Aid in developing a remedial or preventive education plan.

NORMATIVE DATA: Norms were determined from other standardized tests. (See Additional Information)

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Valett Developmental Survey of Basic Learning Abilities - manual, scoring booklet, workbook.

TEST ANALYSIS

TITLE: VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES

Screening ☑ Verification ☐

ADDITIONAL INFORMATION:

Materials required: (Cont'd.)

* 2 3x2" green paper triangles
* Assorted colored beads
* Sandpaper circles
* Cardboard circles
* Rattle
* Bell
* Music box
* Cardboard-circle, square, trinagle
* picture of - dog, cat, house, bear
* 6 circles in ascending size
* 1 3" x 5" card each - 2, sat, home, tac, 4, eat, b, was, 9, p, dad, d, sad, bad, 6
* Preschool dictionary - Little Golden Dictionary
* 12 pennies
* Watch with a second hand

Test items were taken from: Vineland Social Maturity Sacle, Kephart, Valett, Haeuserman, Binet, Gesell, Detroit, Frostig, Wechsler, Jastak, Bender Gestalt, Nebraska and modifications of these references.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: August 1976

TEST ANALYSIS

TITLE: VERBAL LANGUAGE DEVELOPMENT SCALE Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Merlin J. Mecham, Ph.D.

Publisher:
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minn. 55014

Ordering Information:

Editor:

Forms:

Copyright Date: 1971

Cost: Specimen set - $1.00; Manual - $.90; 25 score sheets - $2.35

DESCRIPTIVE INFORMATION:

Purpose: This scale is a downward extension of the communication portion of the *Vineland Social Maturity Scale*.

Age Range (CA): 0 - 14 yrs MA: Grade Level:

Format:
Examiner questions an informant regarding the child's communication skills.

Time Required: Untimed

Sub-Areas:
Items are labelled; (L) Listening; (S) Speaking; (R) Reading, or (W) Writing.

Observational Information:
None

Personally Identifiable Information Required:
None

TEST ANALYSIS

TITLE: VERBAL LANGUAGE DEVELOPMENT SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
Mentally retarded, Deaf, Language delayed, Visually impaired.

Age Range (CA): 0 - 14 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner:
Examiner should memorize all item definitions and should be able to conduct an interview comfortably and efficiently.

Other Persons Required: Informant should be a person intimately knowledgeable about the subject's habitual or daily communication skills, ideally, a parent or guardian or teacher.

Materials Required: (*items not provided in kit)

SCORING AND INTERPRETATION:

Procedure: Items are scored + for pass (1 pt.), ± in transition (½ pt.), for absent (0 pt.). Points are totalled and converted to a language age. Conversion tables are contained in the manual.

Format:
Scores are entered on the back cover page.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: VERBAL LANGUAGE DEVELOPMENT SCALE Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Will aid in the identification of language delayed children.

-May be interpreted for parents to use in a parent/child teaching situation.

NORMATIVE DATA:

Sample Size: Study 1: 120 children
Study 2: 117 children

Population Descriptors Used:

Study 1: Children were normal speaking white children representative of Central Utah population with respect to residence (rural-urban), socioeconomic status, age, and sex. 5 male and 5 female at each of the 14 age levels.

Study 2: Children were representative of a mid-northern Utah community which was densely populated.

TECHNICAL ASPECTS:

Reliability: Test/Retest Reliability for both normal and mentally retarded children is .96. Alternate-Form reliability for the 117 children in the second study group, 40 EMR children and 4 institutionalized MR children is .97, .72, .81 respectively. (forms used were the informant method and a direct test version).

Validity:

Using advanced speech pathology students, correlation between their ratings and the VLDS was found to be .91 - .94. With Form L of the *Stanford Binet* and the *Peabody Picture Vocabulary Test* correlation of .72 and .79 respectively were attained.

REFERENCES:

Verbal Language Development Scale - Manual
Score Sheet

TEST ANALYSIS

TITLE: VERBAL LANGUAGE DEVELOPMENT SCALE Screening ☒ Verification ☐

ADDITIONAL INFORMATION:

Scoring is simplified by the precise item definitions provided in the manual, little to no subjectivity should occur.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: August 1976

TEST ANALYSIS

TITLE: VINELAND SOCIAL MATURITY SCALE Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Edgar A. Doll, Ph.D.

Publisher:
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55041

Ordering Information:

Editor:

Forms:

Copyright Date: 1965

Cost: Specimen set - $2.10; Manual - $1.90; Record blanks (pkg. of 25) - $2.90

DESCRIPTIVE INFORMATION:

Purpose: "To measure the extent to which the person progressively dominates his environment and creates, demands or justifies his own freedom of action as age increases."

Age Range (CA): birth - maturity MA: Grade Level:

Format: Informant-interview method is used. This has been proven acceptable with children with an MA of 5, in some cases the person being scored may act as the informant. Descriptive questions are asked, additional questions are asked for more detail.

Time Required: Untimed

Sub-Areas: Scale includes questions in the areas of:
Self-help, Self-direction, Locomotion, Occupation, Communication, Social relations. Each item in an age range is marked as to its categorical sub-area.

Observational Information:
The person being scored need not be present, no direct observation is done.

Personally Identifiable Information Required:
General information is required on the face sheet. Includes IQ score, test used, and date of administration, also parent's occupations and schooling to provide background information for questions to which "No opportunity" is answered.

TEST ANALYSIS

TITLE: VINELAND SOCIAL MATURITY SCALE Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All

Age Range (CA): birth - **MA:** maturity

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: The manual states that the Scale should be administered by "...qualified examiners who will devote at least as much care to mastering the technique as that required for administering a Binet."

Other Persons Required:
An informant is required. This person should be well acquainted with the person being scored (e.g. parent, attendent)

Materials Required: (*items not provided in kit)
None

SCORING AND INTERPRETATION:

Procedure: Scoring is complicated. Examiner should be well acquainted with both the criteria for passing each item and the correct mark used. (See Additional Information)

Format: Scoresheet is divided into age periods with key words listed as an aid in administration. Scores are recorded at time of administration. Total scores, age equivalents and quotients are listed also.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: VINELAND SOCIAL MATURITY SCALE Screening ☑ Verification ☐

IMPLICATIONS FOR PROGRAMMING:

-Scale is a standard schedule of normal development which can be used repeatedly for the measurement of growth or change.

-Distinguish between Mental Retardation with social incompetence and Mental Retardation with social competence.

-The Scale is arranged in increasing average difficulty and would therefore indicate the next objective for the child to reach.

NORMATIVE DATA:

Sample Size: 620 - 20 children for each year of age - birth - 30 yr.

Population Descriptors Used:
Social, cultural, economic and educational characteristics
Eastern Seaboard of the United States

TECHNICAL ASPECTS:

Reliability: Test/Retest reliability ranges from .94 - .99 based on an average of 1.35 years between tests.

Validity: When comparing parents and educational personnel the coefficient of agreement was .92.

REFERENCES:

Vineland Social Maturity Scale: Condensed Manual of Directions - 1965 edition - Record Form

TEST ANALYSIS

TITLE: VINELAND SOCIAL MATURITY SCALE Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

Scoring Procedure:

Score + for habitual performance; +F if the person can perform the item but is unable to do so due to restraints; +N.O. for no opportunity; would probably be able to perform if presented with the opportuinity; $\pm$ in transition; - behavior is totally not in the person's repetoire, -N.O. behavior which cannot be demonstrated due to special restraints but would probably not be performed.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: November 1976

TEST ANALYSIS

TITLE: WASHINGTON GUIDE TO PROMOTING DEVELOPMENT IN THE YOUNG CHILD

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author:

Publisher:

Ordering Information:
University of Washington
School of Nursing
Seattle, WA 98063

Editor:

Forms:

Copyright Date: None

Cost: Mimeographed copy - 50¢

DESCRIPTIVE INFORMATION:

Purpose: "Designed to help get a clearer picture of where the child is functioning by comparing his development to that of the expected sequence of growth and development."

Age Range (CA): 1mo.-5yrs. MA: Grade Level:

Format: Examiner observes the child's behavior within the developmental guidelines provided. Examiner may confer with the parent or caregiver for additional information and to provide suggested activities to encourage the child's further development.

Time Required: Untimed

Sub-Areas:

Motor	Play	Toilet training
Feeding	Language	Dressing
Sleep	Discipline	

Observational Information:
None

Personally Identifiable Information Required:
None

TEST ANALYSIS

TITLE: WASHINGTON GUIDE TO PROMOTING DEVELOPMENT IN THE YOUNG CHILD

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
None

Disability Groups:
All, handicapped or thought to be handicapped or normal children.

Age Range (CA): 1mo.-5yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: Originally intended for use by nurses in all types of settings. May be used by any person involved with preschool children.

Other Persons Required: Parent or caregiver may be interviewed to gain additional information about the child in areas that can not readily be observed.

Materials Required: (*items not provided in kit)
Materials required should be available in any type of setting (clinic, home, institution, etc.). If a certain toy is not available, the item may be passed or failed by parental report.

SCORING AND INTERPRETATION:

Procedure: Examiner observes the child, interviews parent and refers to the Washington Guide to mark the specific behaviors the child does exhibit. No scores are used, a child is judged to be functioning at that age level if he passes only one item in a grouping.

Format:
Items for each sub-area are arranged in 3 month intervals for the first 12 months and then in 6-12 months intervals to 5 years. No score sheet is used.

Space for Recording Retest:
If items are scored on a separate sheet of paper, the Guide is reusable.

Summary Sheet (graphic representation):
None

TEST ANALYSIS

TITLE: WASHINGTON GUIDE TO PROMOTING DEVELOPMENT IN THE YOUNG CHILD

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Provides a systematic observation tool to determine a child's functioning level in several areas, and gives Suggested Activities to encourage development.

-May be helpful aid in parent counseling and to determine appropriate referrals for further evaluation.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Washington Guide to Promoting Development in the Young Child

TEST ANALYSIS

TITLE: WASHINGTON GUIDE TO PROMOTING DEVELOPMENT IN THE YOUNG CHILD

Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

May be useful for preliminary screening over the phone at the time of initial referral.

The Guide states that it is not a screening instrument but rather should be used as a frame of reference about growth and development to aid in observing a child's abilities and to make recommendations.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October 1976

TEST ANALYSIS

TITLE: YELLOW BRICK ROAD Screening [x] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Christine Kallstrom, Ph.D.

Publisher:
Learning Concepts
2501 N. Lamar
Austin, TX 78705

Ordering Information:

Editor:

Forms:

Copyright Date:

Cost: Kit - $29.95 (contains some non-reusable items)

DESCRIPTIVE INFORMATION:

Purpose: Designed to provide insight into strengths and weaknesses of a child in each area of functioning; enables the early identification of children for referral and therapy.

Age Range (CA): 5-6 yrs. MA: Grade Level:
(See Additional Information)

Format:
There are four sub-areas, each with 6 sub-tests each with 6 items. The theme of the Wizard of Oz is to be carried out throughout the testing.

Time Required: Total time per child is 1 hour.

Sub-Areas:

Motor	Auditory
Visual	Language

Observational Information:
It is suggested that hand preference and social emotional information be recorded and initialed by the examiner.

Personally Identifiable Information Required:
At the bottom of the Land of Oz admission ticket child's name, date of birth, etc., are required. There is a space to enter referrals or follow-up recommendations. Space is inadequate.

TEST ANALYSIS

TITLE: YELLOW BRICK ROAD Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Functioning level of at least 3 years

Disability Groups:
Mild mental retardation, Mild visual and auditory problems.

Age Range (CA): 5-6 yrs. **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Designed for mass screening, but actual test administration is individual.

Training Needed by Examiner: Each examiner should have one practice session to familiarize themselves with the tests. Each team of examiners should have one practice session together.

Other Persons Required:
There should be one examiner and one observer/recorder for each area in mass screening.

Materials Required: (*items not provided in kit)

- Balloon
- Butterfly
- Envelope and stamp
- Hammer and nail
- Harmonica
- Pencil and paper
- Saw
- Xylophone and sticks
- * Masking tape
- * 2 chairs
- * Yardstick or 36" of yarn
- * 8½" x 11" paper

SCORING AND INTERPRETATION:

Procedure: Each item performed correctly receives one point. There is a total of 5 pts. per sub-test and 36 pts. for each battery with a total of 144 points available.

Format:
Each child is given a Land of Oz admission ticket to present to each area; examiner is to score the test items on the ticket.

Space for Recording Retest:
None

Summary Sheet (graphic representation):
The admission ticket is the only summary. Results are furnished to the parent in terms of strengths or weaknesses.

TEST ANALYSIS

TITLE: YELLOW BRICK ROAD Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Aids in determining the child's strengths and weaknesses.

-May indicate a need for further evaluations.

NORMATIVE DATA: No Data Available

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS:

Reliability: No Data Available

Validity: Significant correlation have been found when children are tested with the Yellow Brick Road and the Metropolitan Readiness Test, ITPA, Test of Visual Motor Integration, Frostig Movement Skills Test Battery and teacher assessment.

REFERENCES:

Yellow Brick Road - Manual
Individual batteries

TEST ANALYSIS

TITLE: YELLOW BRICK ROAD Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

Test may be administered to 3 and 4 year olds, but there are not many items to be performed.

Children whose differentiation of reality and fantasy is not established should not participate.

Cut off scores for referrals or further observation have been established.

CONNECT
1-A NORTH PROGRESS AVENUE
HARRISBURG, PENNSYLVANIA 17109

DATE: October, 1976

TEST ANALYSIS

TITLE: Y.E.M.R. PERFORMANCE PROFILE FOR THE YOUNG MODERATELY & MILDLY RETARDED

Screening [X] Verification [ ]

BIBLIOGRAPHIC INFORMATION:

Author: Alfred J. DiNola, Allan E. Sternfeld, Bernard P. Kaminsky

Publisher: Reporting Service for Children, 563 Westview Avenue, Ridgefield, N.J. 07657

Ordering Information:

Editor:

Forms:

Copyright Date: 1967

Cost: Complete class kit (teacher's manual, 15 record books, 15 comparative charts) - $21.00; Sample kit (1 each) - $5.00

DESCRIPTIVE INFORMATION:

Purpose: To identify performance levels of the pupil in a wide variety of daily tasks.

Age Range (CA): MA: Grade Level:

Format: Teacher is to observe the child and then choose the descriptive statement that best defines the child's behavior out of 7 possible descriptions. There are 10 major areas based on the developmental abilities necessary for growth and adjustment. Each area is divided into 10 related topics.

Time Required: Untimed

Sub-Areas:
- Social behavior
- Self-help
- Safety
- Communication
- Motor skills
- Manipulative skills
- Perceptual & intellectual development
- Academics
- Imagination & creative expression
- Emotional behavior

Observational Information:
The intent of the instrument is to help a teacher observe a child's behavior objectively. Any additional handicaps or emotional problems that the child may have should be disregarded during the observation and rating, but noted on the back page, along with the severity of the handicap and any other comments.

Personally Identifiable Information Required:
Standard information. A check list of additional handicaps is provided.

TEST ANALYSIS

TITLE: Y.E.M.R. PERFORMANCE PROFILE FOR THE YOUNG MODERATELY & MILDLY RETARDED

Screening ☒ Verification ☐

EXAMINEE APPROPRIATENESS:

Prerequisite Skills:
Motor development adequate for age

Disability Groups:
Moderate or mild mental retardation, child may have additional handicaps accompanying the retardation or that cause that child to function within the range of mild or moderate retardation

Age Range (CA): **MA:**

ADMINISTRATIVE CONSIDERATIONS:

Group or Individual: Individual

Training Needed by Examiner: The observer should be a trained professional in education of the child with mild to moderate mental retardation.

Other Persons Required:
None

Materials Required: (*items not provided in kit)
Observation should be of the child's behavior in the usual classroom setting. No specific materials are required as in a structured test situation. If specific items deal with equipment or materials not readily available to the classroom, an "X" is marked as the score for that item, meaning that the item was not evaluated. (See Scoring)

SCORING AND INTERPRETATION:

Procedure: Each specific item is scored from a list of scaled responses. The responses increase in value and goal achievement (0 is negative or non-performance and 6 is just beyond the realistic goal). All related areas are totalled giving an Habilitation Level for each major area. (See Additional Information)

Format: Each related topic item is recorded on the scoresheet with the number of the descriptive statement that best describes the child's behavior. This is marked in the box adjacent to that item. Arrows are provided to indicate where total test scores should be recorded.

Space for Recording Retest:

The record booklet is non-reusable.

Summary Sheet (graphic representation):

A major Areas Chart is provided to graphically represent the child's scores. Profile for five years may be made on the Comparative Chart.

TEST ANALYSIS

TITLE: Y.E.M.R. PERFORMANCE PROFILE FOR THE YOUNG MODERATELY & MILDLY RETARDED

Screening [X] Verification [ ]

IMPLICATIONS FOR PROGRAMMING:

-Will help determine a child's present level of functioning to aid in the development of the child's individualized educational plan (IEP).

-Provides information regarding "the developmental abilities necessary for the growth and adjustment of the mentally retarded child to his social and intellectual environment before he enters the public school."

NORMATIVE DATA: Criterion referenced

Sample Size:

Population Descriptors Used:

TECHNICAL ASPECTS: No Data Available

Reliability:

Validity:

REFERENCES:

Y.E.M.R. Performance Profile for the Young Moderately and Mildly Retarded - Teacher's manual
Record booklet
Comparative chart

TEST ANALYSIS

TITLE: Y.E.M.R. PERFORMANCE PROFILE FOR THE YOUNG MODERATELY & MILDLY RETARDED

Screening [X] Verification [ ]

ADDITIONAL INFORMATION:

Scoring:

All major areas are totalled providing a Total Habilitation Level which can be converted to a Habile Index which allows the child's independent progress to be compared over many years. An "X" is given any item that cannot be observed even in a structured situation or an adequate informant cannot be found. A total of "X" scores is recorded.